

**STRESS AMONGST TEACHERS IN THE HIGHER EDUCATION
SECTOR: A COMPARATIVE STUDY OF BUNDELKHAND
UNIVERSITY AND JIWAJI UNIVERSITY TEACHERS**

THESIS

Submitted for the award of the Degree of

**DOCTOR OF PHILOSOPHY
IN
MANAGEMENT**

Under the Supervision of

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PREFACE

Stress has been a part and parcel of life since ancient times and the reason has been the same - pressures, demands, changes and sense of insecurity. No individual, no profession is free from these physical and psychological factors of stress. The objective of this research is to know the reasons of stress amongst the teachers in higher education sector, its physiological, psychological and behavioural impact on them.

All individuals are social beings and have to respect others' existence without damaging their own well being and growth in every walk of life at personal as well as professional front. In this era of global competition and severe struggle not only for existence and identity but also for personal growth and development, all individuals become reasons as well as victims of stress. Someone has rightly quoted :

The problem is not stress. Rather it is how we react to stress. Emotions - not events - cause stress-related problems.

This research is based on a case study of causes and impacts of stress in higher education sector with particular reference to the residential teaching faculties of Bundelkhand University and Jiwaji University. Generally, the possible reasons for stress amongst the university faculty members are related to:

- Assignment of subjects and departmental responsibilities,
- Timings of classes,
- Policies and procedures of the Central, State Government as well as of the concerned university administration
- Availability of infrastructure, equipments and facilities available for teaching and research.

- Relations with the university authorities, administrative staff, colleagues and students,
- Availability of time for meeting family and social obligations, own self, research, attending seminars, conferences and workshops in one's subject area
- Status of Satisfaction on quality of work life, job security, salary and incentives, recognition of views by the authorities, awareness and ability to handle the latest technological tools, conduciveness of environment for professional growth, satisfaction of self-esteem, promotion opportunities, reliability of colleagues for personal and work related problems, impartiality in the approach of administrative authorities, existence of politics and open communication policy of the authorities.
- State of basic and infrastructural facilities like power, water, sanitation in offices, classrooms and labs; availability of classrooms; library timings as well as availability of relevant quality books and journals, parking facilities, security and discipline in the university premises
- Effects of environmental factors like extreme temperature, noise pollution and sunlight deprivation.

Inadequacy or lack of above positive attributes in working environment causes stress that results into physiological, psychological and behavioural disorders like abnormal blood pressure, indigestion, migraine/headache, obesity, spondylites, hair-loss, acidity, stomach ache, depression, schizophrenia, increase in smoking and alcohol consumption and lack of motivation and interest in job.

Based on the findings and analysis, the study provided some constructive solutions to cope with the factors responsible for stress and make the university environment congenial for personal as well as organizational growth and development. Individual as well organizational efforts are required in this regard. At individual level the faculty members need to change their attitude and approach to tackle the stress producing issues successfully. This is possible

through encouraging open communication by conducting regular meetings at departmental and university level as well as organizing get-togethers, recreational activities, conferences, seminars and workshops frequently. The University authorities need to bring necessary reforms in their policies and procedures and make them flexible to meet with the changing trends in the state, national and global scenario.

The sense of belonging towards the organization needs to be injected by providing quality of work life to the teaching faculty. The university environment may be humanistic, creative and spiritual in real sense. Self-development leads to organizational development. Workshops and seminars related to different aspects of organizational development may be made a regular feature of the university. The positive impact of these activities will definitely lay a foundation for ethical, cordial, congenial and developmental environment in the university.

ACKNOWLEDGEMENT

This research work on "Stress Amongst Teachers in the Higher Education Sector: A Comparative Study of Bundelkhand University and Jiwaji University Teachers" is being submitted under the guidance of Dr. Pankaj Atri. I will ever be grateful to him for his continuous motivation and encouragement like a real Guru a wonderful blend of selflessness and commitment. It gives me immense pleasure to express my thanks to all those who extended their help in completing this research work.

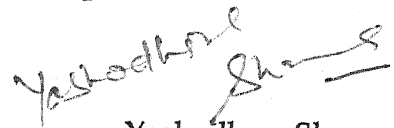
I am grateful to the Almighty who has ever been showering his blessings on me in the form of helpful and cooperative friends, colleagues and well-wishers around. It is His Blessings that this work has finally taken the shape of a Thesis.

I would like to extend my sincere thanks to Dr. Binod Kumar, Former Chairman, Department of Organizational Behavior, FORE School of Management, Delhi who permitted me to consult the reference books from the Library of the School which is one of the best in terms of collection of books as well as facilities.

I would like to thank Mrs. Ritu Atri who provided a warm, creative and cheerful atmosphere whenever I visited Dr. Atri for guidance and counseling. I will always be indebted to her for unconditional contribution in completing this thesis.

My sincere thanks to Prof. R.P. Agarwal and Mrs. Laxmi Agarwal for providing their constant support and motivation as well facilities for compilation of the thesis. I thank Mr. and Mrs. Rawat for providing me a homely atmosphere during my stay at Gwalior for data collection at Jiwaji University.

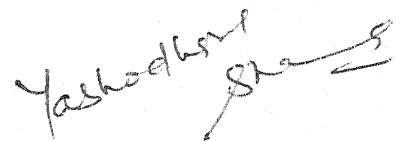
My regards to my father, Shri R.D. Sharma, and my mother, Late Smt. Darshna Devi who have always been my inspiration and a positive force behind me in every thick and thin of my life. I thank my brother Deepak, my sister-in-law Anju, my children Charu and Sumit for their love and cooperation.

A handwritten signature in dark ink, appearing to read 'Yashodhara Sharma', with a stylized flourish at the end.

Yashodhara Sharma

DECLARATION

I, Yashodhara Sharma, the research scholar hereby declare that this research entitled, "Stress Amongst Teachers in the Higher Education Sector: A Comparative Study of Bundelkhand University and Jiwaji University Teachers" is an original work of mine and has not been submitted earlier.


(Yashodhara Sharma)

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CERTIFICATE

This is to certify that Ms. Yashodhara Sharma has completed her Doctoral Dissertation entitled "Stress Amongst Teachers in the Higher Education Sector: A Comparative Study of Bundelkhand University and Jiwaji University Teachers" under my supervision and guidance in the Department of Management Studies, Bundelkhand University, Jhansi, *and her presence during this research work was more than 200 days.* To the best of my knowledge it is an original research work based on the data and facts collected by the researcher on his own. The thesis is worthy of consideration for the award of the Degree of Doctor of Philosophy in Management.

12.09.2007

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CHAPTER 1

An Introduction to Stress

An Introduction to Stress

- Meaning of Stress
- Background of Stress
- Nature of Job Stress
- Sources of Job Stress
- Consequences of Job Stress
- Individual Differences & Stress
- Coping strategies for Stress

What is Stress?

Stress is perhaps the most common problem of everyday life. Pressures, demands and changes are the factors that result in a condition called 'stress'. Stress is omnipresent in people's lives both on and off the job. It can't be removed completely from the lives of human beings. Most of the human beings at one time or another experience sleepless nights, anxiety, nervousness, headache or stomachaches.

Stress is the experience of opportunities or threats that people perceive as important and fear that they might not be able to handle or deal with them effectively. Opportunities such as learning new skills or getting a new job can prove stressful if the worker lacks self-efficacy due to the fear that he or she will not be able to perform to the expected level. Employees also feel stressed when the organization decides to downsize the workforce due to financial insecurity or career development.

Background

Stress is essentially a global problem. Although the stress causing factors may differ, but virtually everyone has some stress. The stressors like the increasing population, pollution, traffic, dual incomes, delayed child-bearing, retirement and the quality of life for aging population differ from country to country. Downsizing and increased competition, transfers and relocations, adapting to new cultures and countries are the common stressors at global level.

In fact stress is not always harmful rather it is necessary to survive. Some stress is important but too much can prove harmful. Generally when we speak of stress, we refer to harmful or disease producing stress – it is called **distress**. The stress that is beneficial or necessary for us is called **eustress**. There are two variations of distress and eustress – physical and mental. There can be physical and mental distress as well as eustress. To differentiate between distress and eustress it is essential to know the context. For example being chased as a part of sport or game is physical eustress whereas being chased by a mugger is physical stress. To illustrate more, reading a magazine is mental eustress but reading five chapters in an hour to prepare for examination is mental distress.

Basic Responses to Stress

People respond to stress basically in two ways – fight or flight. With the fight response one try to defend oneself fully. The pulse, blood pressure and breathing increase markedly and adrenaline is released. The digestive system shuts down as blood is diverted from internal organs to skeletal muscles. This happens in the case of stress due to physical threat only. But the world is going through the mental distress now a days and the reaction to mental distress is same as the physical stress.

Another response is flight response. It prepares people to escape distress rather than to face it. This response does not affect the pulse rate, blood pressure, breathing and digestive system adversely. Less strain is placed on the nervous

system. The response depends a lot on the nature and behaviour of the individual concerned. Choosing the right kind of response can be the key to coping with distress and living healthier. Choosing to respond to distress with a fight response is called catatonic reaction while choosing a flight response is syntonic response. Except in life threatening stress, it is advisable to choose syntonic response as most of the stress is mental rather than physical in today's modern times. Choosing the catatonic response to fight emotional distress results in increased blood pressure, heart rate, hormonal release, gastric secretions, headache, ulcers, irritable bowel syndrome and even heart attack. Syntonic response to distress reduces these effects, though it requires a great deal of practice at physical, psychological and spiritual levels.

Nature of Job Stress

Stress is a concept that has interested psychologists for many years, early studies of stress were done within the field of medicine. In the first decade of this century, physicians described the relationship between certain personality patterns and subsequent diseases.

Certain models of stress were developed and described to explain the conditions and situations which generated stress and adverse impact on performance health and quality of life. They were of the opinion that exposure to a constantly changing work environment might manifest in form of poor performance, productivity and ill health. Stress models were developed with the following objectives :

1. To recognize the response to stress in behavioural, emotional and physical terms;
2. To understand the differences between adaptive and maladaptive stress coping strategies.
3. To define and clarify what we mean by the word, 'stress'.
4. Identify potential sources of stress in our environment.

For the past six to seven decades research is going on in the field of medical, social and behavioural sciences to understand the complex nature of stress and its response. Each discipline investigated and attempted to explain stress from its own unique perspective. Three models of stress were developed on different perspectives:

1. Response based model of stress,
2. Stimulus based model of stress and
3. Interactive model of stress.

These models help to explain the ways in which stress is perceived and operationalized. These models help to understand the origins and the evolution of stress as well as suggest ways and means to manage stress in the workplace.

If people are asked to write down the words or phrases which immediately come across in their minds when he or she thinks about "Stress", it will be found that most of the words are negative in terms. Everybody perceive stress as a bad and unwanted conditions commonly known and termed as 'depression', 'feeling out of control', 'overworked', 'migraine or headaches', 'time pressures'. 'panic attacks', 'anxiety', 'cannot sleep', by individuals. So, mostly, stress is regarded as a negative experience for the individual.

A response-based model of stress

As is explained above the response to the stress is regarded as strain, tension or pressure by lay person. People generally use the expressions like 'he or she is under stress' or 'I feel very stressed', which are the manifestations of the stress response. In response-based model of stress these expressions are called as an 'outcome' described as the 'dependant variable' in research terminology.

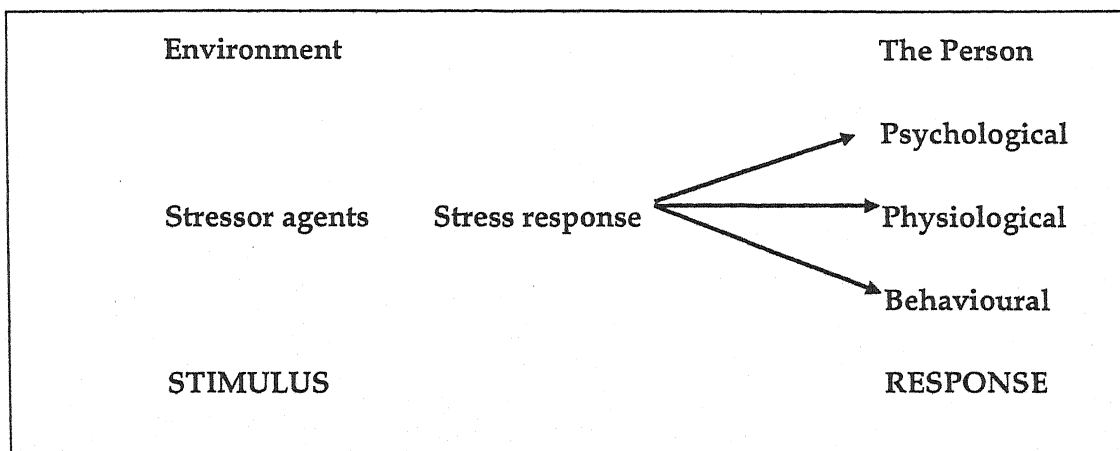


Figure 1.1 : The response-based model of stress.

The response based model (figure 1.1) is viewed with physiological perspective. The origins of response-based definitions of stress are found in medicine. The logical stances of this model are used to diagnose and treat symptoms to know the cause of the condition. For example, John Locke, the seventeenth century physician and philosopher proposed that intellectual functioning, emotion; muscle movement and the behaviour of internal organs was the product of sensory experiences processed by the brain. Links were established between life experiences, emotions and the importance of hormonal and chemical actions in the body through such findings.

By the early medical practitioners and research scientists, emotional stress was considered as a cause for ischaemic heart disease (IHD) (Claude Bernard 1860). Ischaemic heart disease occurs due to cardiac disability arising from imbalance between the supply and demand of oxygenated blood to heart muscles. It develops due to the narrowing or obstruction of coronary arteries which supply blood to the heart. Ischaemic heart disease is the leading cause of death in most industrialized countries. Chronic stress with sedentary lifestyle leads to development of IHD.

Ischaemic heart disease is wear and tear of the heart muscles. Due to high level of anxiety, the heart have to function more which results into rapid muscle damage and increased heart beat. The person feels pain in chest after regular intervals.

Angina pectoris is a clinical syndrome of IHD. It is characterized by attacks of pain in the chest region following physical exertion or emotional excitement and is relieved by rest. Often the pain radiates to the left arm, neck, jaw or right arm. As per Osler (1910) high incidence of angina pectoris were due to the hectic pace of life among Jewish businessmen. As per Franz Alexander, a psycho-analyst and Frances Dunhar, a physician personality patterns and constitutional tendencies were outcome of certain organic disorder. It was described as the psychosomatic theory of disease.

The systematic study Wolf and Wolf (1943) was based on changes in stomach activity in response to stressful situations. They also documented the changes in blood flow, motility and secretions of the stomach, with feelings of frustration and conflict produced during their experiments on various patients. As per their findings, sadness, self-reproach and discouragement were responsible for hypo-secretion of acid and ulcers. Hostility and resentment were associated with a high increase in gastric secretion and acidity. These studies helped in scientific study of psychosomatic medicine.

In 1936, Hans Selye introduced the concept of 'general adaptation syndrome' (GAS) for stress-related illnesses. As per his observations and findings all patients, whatever the disease, look and feel sick. The general symptoms of this 'general adaptation syndrome' were reflected in the form of lack of motivation, appetite, weight and strength. Most of Selye's experiments were with animals and he was able to demonstrate internal physical degeneration and deterioration as a result of exposure to stress. According to Selye, the reasons for diseases occurring due to adaptation problems were due to genetic predisposition, gender, learning experiences and diet, etc. He was of the view that the response to stress depends on the nature of stressor. He described three stages of response or reactions of stress under GAS - the alarm, resistance and collapse. The alarm reaction is the immediate psycho-physiological response and at this time of initial shock, our resistance to the stressor is lowered. After the initial shock phase, the counter shock phase can be observed and resistance levels begin to increase. At this time our

defence mechanisms are activated, forming the reaction known as the 'fight or flight response' (Cannon, 1935).

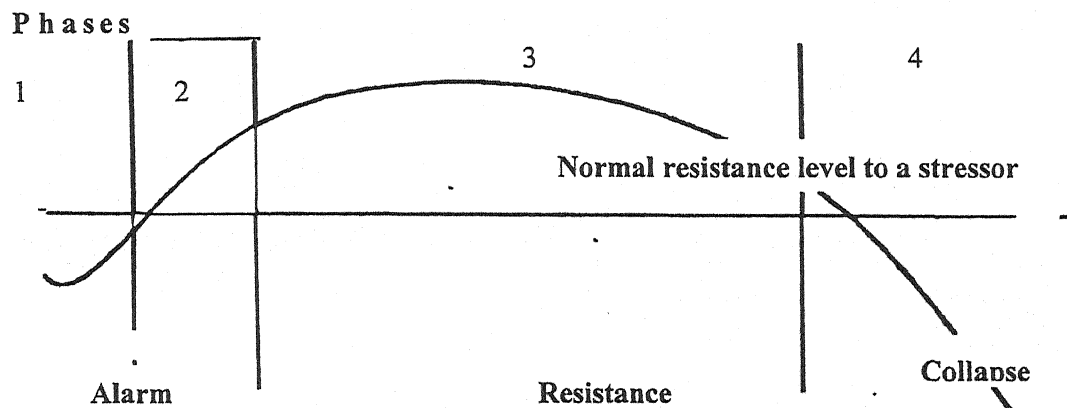


Figure 1.2 : General Adaptation Syndrome (the 'GAS')

The above graph describes the process of 'GAS'. During the 'fight or flight' response, our body prepares itself to take action. Increased sympathetic activity results in the secretion of catecholamines that make the body ready to act. The internal physiological changes initiated by hormones provides us with energy from the metabolism of fat and glucose. This causes increased delivery of oxygen to muscles through an increased number of red blood cells in the circulation, increased blood flow to the muscles, with reduced blood flow through the skin and the gut. So, our breathing becomes more rapid, the heart beats faster and our blood pressure increases. The spleen contracts and blood supplies are redirected from the skin and viscera to provide an improved blood supply to the brain and skeletal muscle. Glucose stored as glycogen in the liver is released to provide energy for muscular action; blood coagulation processes become enhanced, and the supply of blood lymphocytes is increased to combat the impact of injury and infection from wounds.

The following table illustrates the physiological changes experienced when people are in the alarm stage of the stress response.

Organs or Tissue involved Reaction	
Lungs	Airways dilate and breathing becomes more rapid and deeper
Heart	Increased rate -the heart beats faster and harder; we can experience palpitations and chest pains
Legs / arms	An experience of muscle tension or tingling in the arms and legs as the electrical balance of the cells in the muscles undergoes change
Liver and fat tissue	Mobilization of glucose and fats for energy to fuel muscles
Brain	Increased mental activity to be alert for quick decision making
Skin and sweat glands	Increased sweating; hands and feet (extremities) often feel cold as blood supplies are diverted to the brain and the muscles; hairs stand erect and we experience 'goose-pimples'.
Salivary glands	Decreased flow of saliva; the mouth feels dry
Gut muscles	Gut activity is slowed; blood supply is reduced and we might experience indigestion or the feeling of a 'knotted' stomach because digestive processes stop or slow down
Spleen	Contracts and empties red blood cells into the circulation
Kidneys	Reduced urine formation
Ears	Hearing becomes more acute; people under extreme stress often report feeling very sensitive to noise
Eyes	Pupils dilate as an aid to keen vision; vision can become blurred if oxygenated blood is impeded in getting to the brain as blood vessels in the neck constrict.
Blood	The action of cortisol produces and increased ability for blood clotting; the immune system is activated to prevent infection.

It can be said that stress and the stress responses are good for evolutionary process and contribute towards development of society. The response to stress is both adaptive and vital for survival. In the early stages of civilization, man had simple choices to make. Either to stand and fight an enemy, or run away from a threatening and potentially dangerous situation. But in contemporary society people face a dilemma because neither of these options is considered to be

appropriate behaviour in the workplace. In the work environment there is no opportunity to indulge in physical action and thereby dissipate the physiological effects that then become dominant and can cause distress. Workers cannot physically fight to escape workplace stress, but neither can we turn and run away from the situations that they must continue to meet, without losing face, every day at work.

Since many individuals also lead increasingly sedentary lives at work and at home, they are denied both the aggression release and the physical activity necessary to quickly remove the build-up of hormone and chemical secretions. Fats released to fuel muscle actions are not used and so people have elevated blood lipids. The fat deposits that are not used are likely to be stored on the lining of the arteries. This means that the blood pressure increases as the heart works harder to pump blood around the body through these smaller capillary openings. If one of the clots breaks away from the lining of an artery and finds its way to the heart or the brain, it will cause a stroke, or heart attack (thrombosis).

Coronary heart disease can, therefore, be caused by indirect effects, namely the stress-physiological consequences of sustained active distress on increase of blood pressure, on elevation of blood lipids and blood platelet, and on impaired glucose tolerance and related metabolic processes (Siegrist, 1997).

There is a direct link between high level of psychosocial stress and the hypertension due to high levels of blood lipids not attributable to diet and high fibrinogen (a soluble protein in blood plasma, converted to fibrin by the action of the enzyme thrombin when the blood clots). In addition to diseases of the heart individuals are also likely to suffer from ulcers, troubles with the gastrointestinal tract, asthma, colds and flu, and various skin conditions such as psoriasis, caused by exposure to mismanaged stress. These problems are likely to be aggravated as people do not adopt suitable, adaptable and positive techniques to manage stress.

Due to the continued resistance to a stressors and lack of proper management to stress the body is not able to relax or come to an equilibrium state. When the alarm reaction becomes frequent and intense over the period of time, the energy stored in body gets depleted and this results in exhaustion, collapse or death. As per the findings of Selye, resistance cannot continue indefinitely despite sufficient energy as every biological activity causes wear and tear and leaves some irreversible chemical scars which accumulate to constitute signs of ageing.

Later researchers challenged the GAS model as it does not include the issue of psychological response to events. It is acknowledged that this model is too simplistic. It includes physical effects due to physical reasons and not the psychological effects due to psychosocial stress.

A stimulus-based model of stress

This model was envisaged in fifth century by Hippocratic physicians. According to this model, certain conditions in the external environment are linked with health and disease. They were of the view that some external force impinges upon the organism in a disruptive manner. This concept says that the word stress derives from the Latin word, 'stringere', which means to bind tight. The stimulus-based psychological model of stress has its roots in physics and engineering. The analogy of this model defines stress as a force exerted, which results in a demand or load reaction that causes distortion.

The scholars were of the view that both organic and inorganic substances have tolerance levels, which if exceeded, result in temporary or permanent damage. The adage, 'it is the straw that breaks the camel's back', goes with the stimulus-based model of stress. Every individual has got capacity to bear the stress from external environment. It is observed that though an individual is bombarded with many factors of stress in the environment, but beyond that limit even one minor or innocuous event, can distort the mental and physical balance.

This model became popular due to emerging industrialization and stress amongst the blue-collar workers. The model tries to identify sources of stress in the blue-collar work environment. Considerable attention was paid to actual physical working conditions and task circumstances, such as exposure to heat, cold, light levels and social density. Workload conditions, either overload and under-load were explored and understood within this framework. But it was realized by the other research scholars that purely environmental conditions were not responsible for stress. The other stress factors were individual differences, variability in tolerance levels, personality traits, past experiences (learning and training), needs, wants and expectations. According to this theory, if two individuals are exposed to exactly the same situation they will react in completely different ways. A stimulus-response model of stress is based of physical conditions only and does not take into consideration the other environmental factors and it is a major weakness of this model.

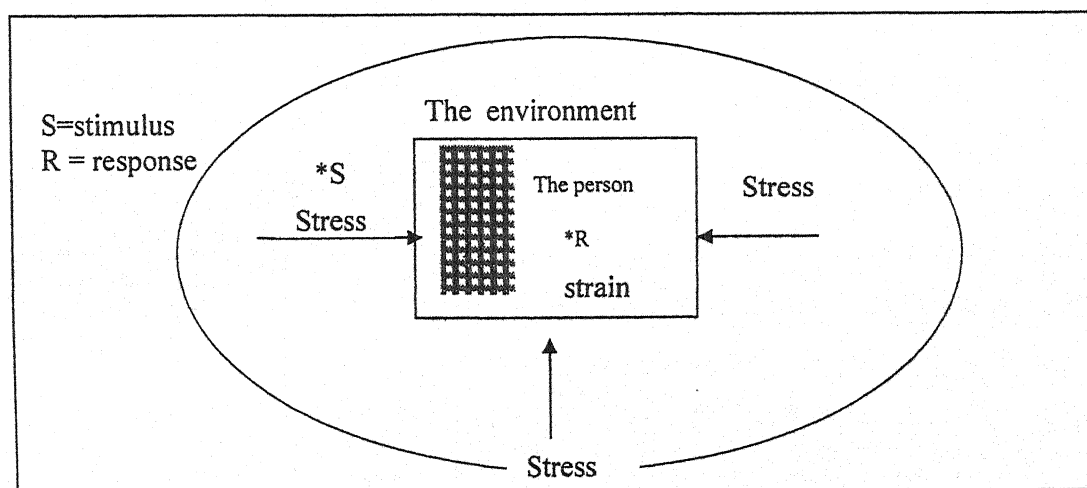


Figure 1.3 : A stimulus based model of stress

Although this model have certain limitations, but it can be useful in identifying common themes or patterns of stress which affect the majority of work force.

Different organizations use different models to prepare guidelines for their stress management programme. The response based model of stress considers stress as something inherent to the person and this allows them to transfer responsibility to the individual. The programmes so organized only help the employee to cope with stressor or stressing situations but do not remove or eliminate the origin of stress. The organizations which favour a stimulus-based model of stress try to manage the stress situation but do not take into account the needs of the individual concerned. Both of these models have limitations and weaknesses.

Industrialization brought many problems associated with physical and task-related sources of strain and pressure. Poor working conditions caused diseases such as tuberculosis and pneumonia that often led to early death. Legislation regarding health and safety requirements in the workplace resolved many of these unsatisfactory conditions. However, contemporary industrialization and new technology brought different problems which caused new forms of illness, for example, upper body limb disorder, often known as repetitive strain injury (RSI), and psychological ill-health (for example, the problems of sick building syndrome), or increased accidents at work. The concept of quality of life has brought a new meaning to the concept of health. It not only means an absence of disease or infirmity, but a satisfactory state of physical, mental and social well-being (WHO, 1984). Well-being is a dynamic state of mind, characterized by reasonable harmony between a worker's ability, needs, expectations, environmental demands and opportunities.

Keeping in view the above an interactive or transactional model of stress was developed which considers the stressor source, a perception of the situation or event, and the response. It was considered to be the most useful approach for providing a guideline for the study and management of stress.

An interactive model of stress

An interactive model of stress incorporates both the response-based and the stimulus-based models of stress. There are five features of this model:

1. **Subjective Appraisal:** Stress is regarded as a subjective experience depending upon the perception of a situation or event by an individual. That is, 'stress is not simply out there in the environment' (Lazarus, 1996). As is quoted in 'Hamlet' by Shakespeare, 'There is nothing good or bad, but thinking makes it so'.
2. **Experience:** The coping strategy of any individual depends upon his/her perception about a particular condition or situation. The perception is formed by his familiarity with the circumstances, previous exposure to the event, learning, education and training or his actual ability. All this forms the base for his success or failure in coping with the demand.
3. **Demand:** Pressure or demand is the product of actual demands, perceived demands, actual ability and perceived ability to meet that demand. Needs, desires and the immediate level of arousal all influence the way in which a demand is perceived.
4. **Interpersonal influence:** A potential source of stress is not perceived in a social vacuum. The presence or absence of other people or work colleagues will influence our perception of stress. Thus, background and situational factors influence the subjective experience of stress, response and coping strategy. The presence or absence of other people can have positive as well as negative influence. Sometimes the presence of other people can result into distraction, irritation or unwanted arousal. But on the other hand the colleagues can provide a support network that can help to boost confidence, self-esteem, providing confirmation of values and sense of recognition.

5. **A state of Stress:** As per this model, stress is acknowledged as an imbalance between the perceived demand and perception of one's ability to meet the demand. This imbalance is resolved by the coping processes and the strategy applied to cope up with the situation. Successful coping strategy restores balance and unsuccessful may result into more stress. This either results into short term maladaptive strategies like need for alcohol, lighting cigarette or taking sleeping pills or might have long term effects in due course of time like heart disease, ulcers or cancer. For example an accident at work can have short term as well as long-term affects of stress on different individuals depending upon their perception. Sometimes one can resort to short term escape or solutions if the demand can't be altered. For example if one is forced to work in night shifts he might start smoking more or use sedatives as a coping strategy.

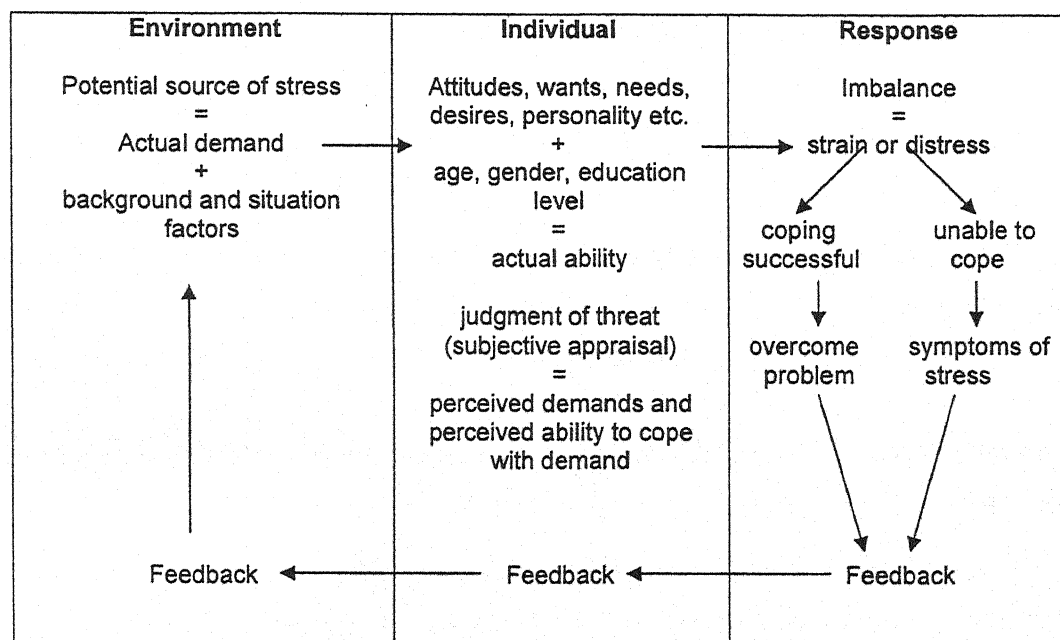


Figure 1.4 : Stress Perception -an Interactive Model of Stress

So the interactive model of stress acknowledges that situations are not inherently stressful, but are potentially stressful, and it is necessary to take account of:

- the source of stress
- the mediators or moderators of the stress response
- the manifestation of stress.

This model too has certain limitations as it infers to some static situation but the response to stress is a dynamic process. However, the model is useful where certain personality traits are relatively stable. For example, it is observed that introverts under stress from role conflict will tend to reduce contact with other people and will further irritate work colleagues by appearing to be too independent. Extroverts, attempting to define the role will increase their efforts thereby adding to the strain. This means that the introvert's coping strategy of defensive withdrawal is ultimately maladaptive. An understanding of such differences between introverts and extroverts can help to avoid potentially stressful interpersonal conflict situations. It has also been noted that 'rigid' personality types tend to avoid conflict. They rely on compulsive work habits and show increased dependence on authority figures when under threat. 'Flexible' people, however, are more likely to respond to a conflict situation by complying with work demands and seeking support from peers and subordinates. This compliance strategy can lead to work overload problems. Also, reliance on those of equal or lower status does not help to resolve the stressor situation because it is often the boss or superior who sets out the work expectation that is the source of stress. Thus, the 'rigid' and the 'flexible' personality types create very different problems in the workplace in response to stress and may ultimately be more suited to some work environment more than others.

The above-mentioned models increase the understanding of the nature of stress. The most recent 'transactional' models of stress are indicative of the complexity of the concept. In reality, however, models still tend to oversimplify the problem to the extent that the issue of stress can seem to become trivialized. As Schuler (1980) says, 'it is too all encompassing a phenomenon, too large to investigate'. Yet this has not deterred interest into the topic. However, this high level of interest and popularity is not always positive. Indeed, incorrect usage of the word 'stress' is common and it is now used interchangeably to refer to a state or condition, a symptom, or the cause of a state or a symptom. There are problems of definition and about the meaning of the word, 'stress'. The words, 'stress', 'pressure' and

'strain' are readily used in an interchangeable way to describe feelings, emotions or situations. The layperson seems quite able to identify with the concept of stress and has an appetite to know more. This need is served too eagerly by the press and media. Without a doubt, certain individuals hope to make a quick profit from 'being stressed' at work.

This situation creates problems for the effective management of stress because stress is often wrongly blamed for all the ills. It is now seen as the cause of all problems. It has become a 'whipping boy' and it is certainly misunderstood. Many individuals continue to view stress only in negative terms or even prefer to deny that any problem exists. Prevalence of this view is likely to be detrimental to the effective management of stress in the work environment because it is synonymous with not coping. Generally people tend to hide their work problems and health condition until they become victims of exposure to stress. What they really need is encouragement to try to actively and positively manage the strains and pressures that are an inevitable part of their professional and personal lives.

So, it is vital to acknowledge that *not all stress is bad*. Hans Selye, the acknowledged 'father' of stress research said that the only person without stress was a dead person. By this Selye meant that stress is an inevitable part of being alive, and should be viewed as 'stimulation to, growth and development...it is challenge and variety, it is the spice of life'.

Sources of Stress

Though there are many sources of stress in our internal and external environment, Marshall and Cooper suggested six categories of stressors (sources of stress) which are described in figure 1.5.

- i. Stress in the job itself - work conditions, physical work environment, hours of working, decision making latitude etc.
- ii. Role-based stress : role conflict, role ambiguity and job responsibility
- iii. Stress due to changing nature of relationships with other people at work - subordinates, managers, supervisors and co-workers.

- iv. Career stress : lack of opportunity for career development, promotion and job insecurity.
- v. Organisational structure and climate: stressful culture and politics, restriction on work behaviour and lack of sense of belonging.
- vi. Stress with home and work interface: loyalty, demand at office and at home, life events and crisis.

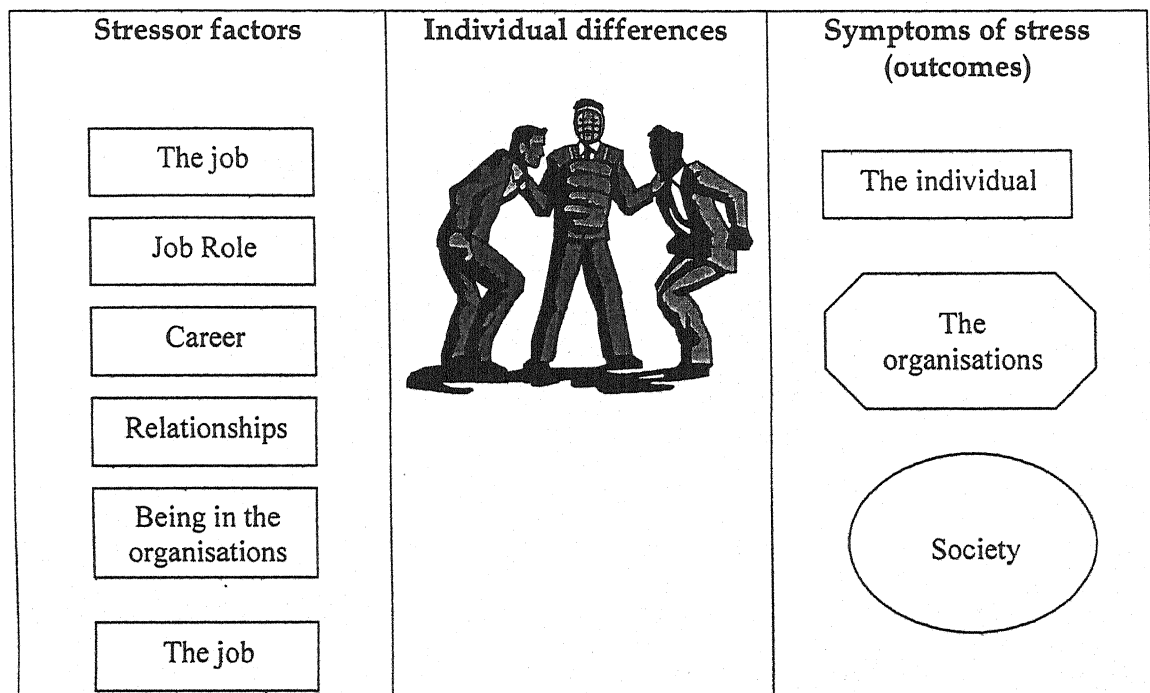


Figure 1.5 : Six categories of sources of stress (stressors)

Stress in Job

The work overload, the need to work long hours, changing patterns of employment and changing technologies are the sources of pressure which exist in work environment. These factors exert physical demands and potential for distress caused by noise, vibrations, extreme temperature, inappropriate lighting and poor hygiene.

Workload

Both overload and under-load are potential sources of stress in the workplace. Certain level of arousal (stimuli) is needed for optimal performance. In optimal state one feels creative, calm and highly motivated to do the job well. When the

arousal exceeds the ability to meet the demand placed upon one, this results into burnout, exhaustion and collapse. This phenomenon is explained in the figure 1.6.

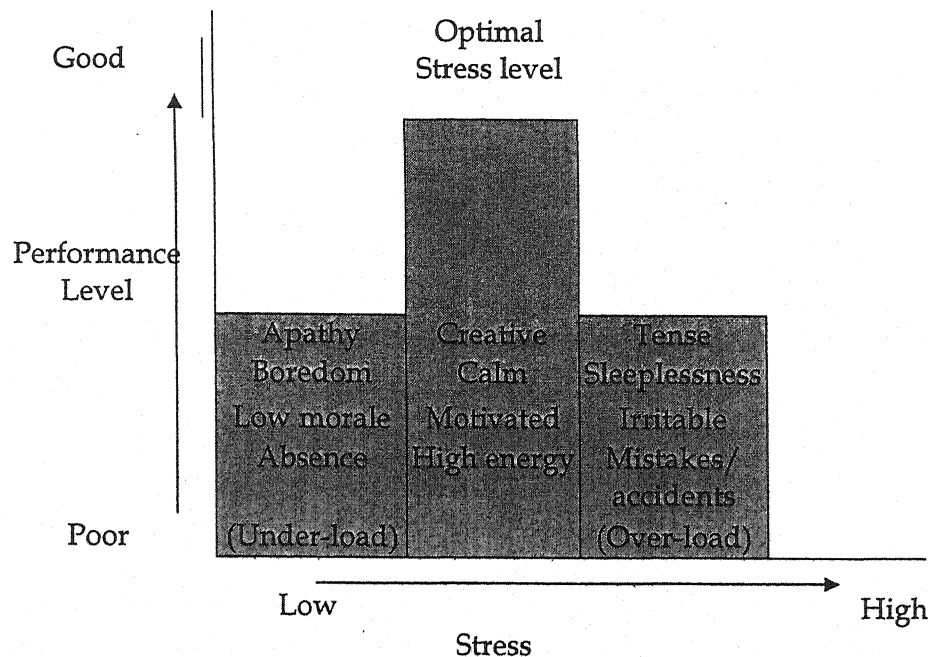


Figure 1.6: Workload and stress

If one does not feel challenged or stimulated by the job, or does not feel that his/her contribution is valued, the feelings of apathy, boredom, poor morale and lack of self-esteem crop up. The individual stays away from work complaining that they are sick of their job. There is additional distinction between quantitative and qualitative over-load and under-load. Quantitative overload occurs when the employee is given too many tasks or responsibilities to complete within specified period of time. Qualitative overload or under-load when the employee does feel capable of doing the prescribed job or the job does not utilize his full potential, skill or ability. The overload and under-load result from irregular flow of work beyond the control of the employee. Such condition is faced not only in manufacturing organizations but also in service sectors like air traffic, fire fighters, traffic controller, pilots etc. They sometimes feel low during the period of inactivity but spring to action when the demand arises.

It has been proved by various research studies that physical and mental overloads prove to be potent sources of stress. Working under pressure to meet deadlines is an independent sources of stress and the stress level begin to rise when the deadlines draw nearer. Quantitative overload has a direct link with cigarette smoking, heart diseases and even certain cancers. Both quantitative and qualitative overloads give rise to depression and anxiety. Even the blue collared workers feel overloaded when they are not able to meet the pace of work. This results into poor motivation, escapism, addiction and low self-esteem.

The quantitative under-load is known as rust out. It results in boredom and apathy. The boredom and apathy results in inattentiveness. Lack of challenge is the major source of job dissatisfaction.

Qualitative overload manifest itself as a low self-esteem amongst white-collar workers. It can be experienced amongst blue collared workers when they are promoted to supervisory positions and due to lack of past experience they are not able to cope up with the situation. Though rewarded with promotion such employees face considerable stress due to lack of knowledge and fear of being punished.

Qualitative under-load proves to be damaging, as the individual does not get any opportunity to use acquired skills and abilities to develop potential. Such dissatisfaction arises as the needs and expectations of the individual from the job are not fulfilled. For example when the new graduates or newly pass out professionals join their first jobs, they might feel qualitative under-load due to their high expectations from the job. Unrealistic job previews are major source of this type of stress.

New technology like inception of computers lead to the increasing automation of industry and simplification of work. The repetitive, simple and short cycle jobs due to automation can cause qualitative under-load at work.

From the above it is evident that overload and under-load both are the sources of strain. Aided by rapid technological developments, many organizations have downsized or right-sized to continue meet increasing competition at domestic and foreign markets. Thus there are fewer employees engaged in more work with high level of demand.

The down or rightsizing, adoption of new technologies and global market pressures have resulted into a new pattern of employment which is again a potential source of stress – increased workload with increased hours of working. Simply having too much to do in the normal working day can result in a need to work overtime. This can be either paid or non-paid work. Also the employee who struggles to do a job that is too difficult (qualitative load) is likely to end up working long hours because he or she will take more time to complete the task to desired standard.

The need to work long hours has been associated with poor lifestyle habits like heavy smoking, inadequate diet and lack of exercise problems. This leads to health problems. Following are some findings related to workload:

- i. A study on light industry workers under 48 years of age in USA found that people working more than 48 hours per week had twice the risk of Coronary Heart Disease as compared to similar individuals working 40 hours or less in a week. (Study by Breslow and Buell 1960)
- ii. A study conducted on 100 coronary patients, showed that 25% of coronary patients out of 100 had been working at two jobs and 40% had worked for more than sixty hours a week. (Russek and Zohman 1958)
- iii. Another study was conducted on long working hours and occupational stress related cardiovascular attacks among middle-aged workers in Japan between the age of 21 to 67 years. The subjects were from the families of 203 Japanese Karoshi who had fatal attacks due to work overload. Out of these 196 were men and 7 women. The causes of death comprised 123 strokes, 50 acute cardiac failures, 27 myocardial infarctions and four aortic ruptures. It was

found that two third of the subjects worked for long hours. The white collar subjects need to take excessive business trips and changes of workplace. 88 of these subjects had experienced work-related emotional anxiety or excitement, rapid increase in workload, unexpected work troubles or environmental changes 24 hours before the fatal attack. (Uehata 1991)

- iv. As per a psychosomatic study on 46 young men with coronary artery disease it was found 50% of the patients were working long hours with few holidays and were under considerable strain. Both questionnaire and interview method was adopted to conduct the study. (Waldfogel and Cobb 1954)
- v. Another research was conducted on relationship between creative climate and perceived stress among 202 male respondents working at all levels of management in an organization. It was found that the stress level increased with the decrease in creative climate. (Talbot, Cooper and Barrow 1992)
- vi. A study on the 561 managers of a UK construction company also revealed adverse impact of long working hours on health. Due to the work and peer demands the managers were pressurized to come early and stay late. It was a common belief amongst the managers that for promotion and lucrative pay scales they have to demonstrate a strong commitment by giving long hours to the company. On a stress audit screening most of the managers were significantly worse in terms of psychological health and were suffering from depression and job dissatisfaction. They reported the cause to be role ambiguity, work overload, manpower problems, imbalance between work and home.
- vii. Other studies conducted on senior and top executives reflect the similar scenario. Their top sources of stress were work overload, time pressures and deadlines, frequent travels and long working hours. This was affecting their home and social lives. Significant physiological and psychological health symptoms were found due to long hours of work and stress. Adverse health problems depend on the nature of job. It was observed that impact of long

hours of work is greater in jobs that require more attention (like driving) or repetitive in nature. It was observed that certain amount of physical activity at work can protect the individual from heart disease and other psychological ailments.

Keeping the increasing adverse affects on health many organizations have introduced less working hours, increased leave days and have promoted other recreational activities to lessen the boredom at work.

Physical Work Environment

Apart from the work demands of the job, there are physical aspects of the job stress. These include distress caused by noise and vibration, extreme temperature, lighting and hygiene factors. Many researchers have established links between physical conditions of the workplace and productivity level. The significance of relationship between physical conditions and work performance were reflected in Hawthorne Studies based on subjective reactivity. More recent researchers found that unpleasant work conditions, necessity to work at fast pace, expend a lot of physical effort and work excessive and inconvenient hours were associated with poor mental health. They stressed to consider poor physical environment a source of strain in the workplace. The European Foundation for the Improvement of Living and Working Conditions survey of 1996 found that stressful physical environment, characterized by noise, polluted air, heat cold and vibrations, carrying heavy loads and working in painful or tiring positions were still prevalent.

While language and sounds are complementary to each other and enrich human culture, 'acoustic sound' is considered to be a source of stress. Loud and consistent noise can result into occupational deafness. It also increases a person's level of arousal and psychological imbalance. Exposure to noise impedes hearing ability and can result into dangerous situation if a 'wanted' sound is not heard. For example an accident can occur if warning sounds are not heard. Research is going on about the level of noise, which results in arousal and stress. Some research

suggests that excessive noise of approximately 80 decibels if occurring on prolonged basis can cause stress. (Ivancevich and Matteson 1980). The pain threshold is 140 decibels and the normal conversational speech is 70 decibels. Unexpected noise creates stress. Reaction to noise is a subjective experience. Exposure to noise may result into fatigue, headache, irritation and poor concentration. The behavioural consequences can be poor performance, low productivity and occurrence of accidents. It has also been noticed that it can increase levels of hostility and aggression. As per a research conducted by Jones in 1983 individuals exhibit a more extreme or negative attitude towards other people when exposed to noise.

Exposure to noise at work for three to five years at 85 decibels or more can cause non-auditory disease, cardiovascular disorder, gastrointestinal complaints and infectious diseases.

Temperature, ventilation and lighting

Good lighting system facilitate performance on the job and the work can be carried out safely in pleasant environment. Poor lighting, flicker of fluorescent light or glare leads to eyestrain, damaged vision, visual fatigue, headache, tension and frustration. Hawthorne Studies indicate that creating a pleasant environment facilitates performance. For better decision-making and performance, the work environment should be provided with proper natural lights, cross ventilation and temperature.

Hygiene

A clean and orderly place of work is important for personal hygiene and safety. Good housekeeping standards at the workplace improve performance. Grievances of neglected working conditions resulting into poor health are generally reported in the blue-collared jobs as the factories are full of noise without windows and air conditioning. The workshops are not maintained properly. In dirty work environment the employees are exposed to the inhalation of dust and vapours from

inefficiently stored chemical-based products. There should be provision of masks, protective clothing and apparatus. Not only the factories even the offices are neglected in terms of proper sanitation and cleanliness.

Job Role

As companies continually re-invent themselves, changes in job role structure are common. Such changes can be stressful if employees try to resist them. Sometimes the impact of changes in workplace alters the nature of one's job role, which causes role ambiguity or role conflict.

Role conflict occurs when an employee feels confused by opposing demands or incompatible goals connected with the job. The pressure to do the tasks which are not the part of the job role leads to stress. For example meeting the demand of high and unrealistic production targets without compromising on quality or safety. Or a lecturer is given the additional charge of coordination of a particular course as well as contacting the corporate houses and training centers in metro cities to ensure training and placement of the students. Apart from this he is entrusted with the task of NSS activities, membership of disciplinary committee etc. With all these responsibilities he is supposed to adhere to the timetable and complete the syllabus in time, which results in stress.

Role conflict results in absenteeism, job dissatisfaction, abnormal blood chemistry and elevated blood pressure. As per Miles and Perreault (1976) there are four type of role conflict:

Person Role Conflict : The worker wants to do the task differently but the job description does not conform with his methodology.

Intra-sender conflict: Such conflict occurs when the expectations of the supervisor are not compatible as the employee is given the assignment without sufficient resources. E.g. lack of internet, library facilities, relevant books and journals, equipment to prepare lessons or study material for conducting the classes as well as upgrading the subject knowledge by the teaching faculty.

Inter-sender conflict : When the worker is asked to behave in such a manner that it pleases one official but cause displeasure for the other. Making the two persons happy at a time becomes a cause for stress.

Role Overload : When the employee is assigned more work than his capacity.

Role conflict is a potential problem for personnel working in different organizational boundaries. Sometimes due to the job demands the individual come into contact with external people or people across their functional areas. Like the trade union Secretary who have to ensure coordination between the management and the workers on the rights and responsibilities of both of them.

Role ambiguity is the lack of clarity about his/her role or task demand at work. The employee does not understand the expectations or the scope of the role due to lack of training or information. This results in tension, fatigue, absenteeism, anxiety, physical as well as psychological strain and other negative behaviour. There are number of situations resulting into role ambiguity : being in first job, promotion to a new position, transfer to different location, new boss, changes in the organisation structure and work structure and so on. Moving to a new type of industry also exposes the individual to unique terminology, technical language, jargon and work culture.

In the absence of support from supervisors, colleagues and subordinates, the role ambiguity and role conflict gets aggravated. The downsizing in the organization also increase the job responsibility and workload.

Changes in the Nature of Relationship at Work

Cordial and harmonious relationship between colleagues are considered to be the important factors for individual and organizational health. Good team spirit generates sense of belonging, feeling of security and confidence. But human beings differ in behaviour due to their different values, cultural background, perceptions, experience and beliefs. Sometimes one have to work with abrasive and difficult

people who are more concerned with individual achievements due to so-called professionalism and narrow attitude. One finds them to be stubborn, cold, dominating, self-opinionated, confrontational and indifferent to other's needs. They regard others as rivals and not teammates.

The environment of mistrust produces inadequate interpersonal communication, psychological strain resulting into low job satisfaction and decreased well-being.

With the advent of computerization and automation, many jobs have been taken over by the computer and social mobility has decreased. People prefer to work from their work stations and do not feel any need to get information from colleagues as they get it on their desk top via internet, e-mail or LAN. The channels of communication have been restricted and the social support and bonding is vanishing, resulting in isolation. Some organizations are trying to enhance the social interaction and support by giving work breaks during lunch and tea. Inter and intra organizational cultural and recreational activities are being arranged frequently.

The leadership style is also a potential source of stress. A boss with technical or scientific background is more oriented towards 'things' rather than 'people'. He might consider the working relationships as trivial and time consuming. The autocratic leaders are told only the things they want to hear. The subordinate repress their feelings and such repression can be harmful in long term and manifest in high blood pressure.

Sometimes the prolonged repression and depression explodes in the form of violence at the work place. There have been incidences of violence between the staff members as well as between the workers and outsiders. The fear of occupational violence and exposure to crime have serious and widespread impact which produces anxiety and worry.

Career

People are living in a professional age where career is the priority of every employee. The pressures associated with it are starting, developing and maintaining a career, mismatch in expectations, frustration due to lack of achievement are personal career factors. Job dissatisfaction, burnout, poor work performance and unsatisfactory interpersonal relationship at work are organizational factors of career stress.

The ability to use and develop the skills are significant predictors of self esteem. Lack of promotion is a potential source of stress for the individual who has mastered a job but does not gain recognition such as advancement or chance to develop his or her skills. Lack of motivation and challenge also create stress amongst career oriented ambitious workers.

With the demand of the globalization organizational structure has changed to a considerable limit. The 'pyramid' shape of the organization is getting flatter day by day as layers and steps have been removed from the career ladder. Opportunities for promotion are restricted and job insecurity is cropping up as a stressor due to the fear of down sizing. The career is more based on proof of performance, efficiency and visible commitment. Stress is experienced by some individuals because their expectations of 'career' are not kept up with the pace of change in industry. Helesoy et al (1985) have identified 'limited career opportunity' as a source of stress amongst employees.

Organisation structure and Climate

The structure and climate of the organization is a potential source of stress at work. The customs and culture of the organization create the sense of belonging as well as apathy amongst the workers. The freedom to take decision, recognition, transparency of communication about the policy decisions enhance motivation and sense of pride amongst the workers apart from enhanced self-esteem.

The structure and climate of the organization determine the way it treats its people and exposure to these sources of stress is associated with negative psychological mood, escapism, drinking and heavy smoking.

As per Levine (1990) participative work climate can only be successful when the organizational climate is characterized by presence of profit sharing, job security and participative management. The organization needs to develop group cohesiveness and guarantee individual rights in other words empower the employees.

The stress of job insecurity has emerged due to increasing layoffs due to downsizing, acquisitions and merging of organizations. Job dissatisfaction, alternative job search and non-compliant job behaviour are the outcome of job insecurity. Following are the effects of the organization change in policy, procedures and structure:

Centralization: decisions are passed upward, participation decreases as control is emphasized

Absence of long range planning: Crisis and short term needs drive out strategic planning.

Decrease in innovation: No experimentation, risk aversion and skepticism about non-core activities.

Scape goating : leaders are blamed for the pain and uncertainty.

Resistance to change : conservatism and 'turf protection' lead to the rejection of new alternatives.

Increased labour turnover : the most competent leave first, causing leadership anaemia

Lowered morale: decreased effort and commitment: few needs are met and infighting is predominant.

No slack : uncommitted resources are used to cover operating expenses.

Fragmented pluralism: emergence of special interest groups of a political nature.
Loss of credibility of senior management

Conflict: interpersonal conflict and infighting, competition for control predominates when resources are scarce.

As per Cameron, Kim and Whetten (1987) above conditions give rise to job insecurity and stress amongst workers which reflect in tardiness, absenteeism, job theft, leaving early, 'look busy do nothing' tendency, going slow and other counter productive behaviours.

Interface between Work and Home

The stress profile not only includes workplace it has other aspects also. The interface between work, home and social life plays a pivotal role in increasing and decreasing stress and tensions of life. The personal life events also have an effect upon performance, efficiency, well-being and adjustment at work. Concerns within the family, life crises, financial difficulties, conflicting personal and company beliefs and the conflict between organisational, family and social demands are examples of potential stressors which affect the work life of an individual. Job and life satisfaction is influenced by the demands and conflicts of home and family life. Negative life changes result into lower level of satisfaction while positive life changes result into satisfaction and promotional opportunities.

Changes in economy and labour market have forced the employees to relocate in order to find a job or stay away from home for the sake of employment. It is common in both blue and white collar jobs.

Life and career stage influence the outcome of exposure to these potential sources of stress. For example young, single employees have the pressures of starting a new job and being alone in a strange town or city. They have to build a new life structure without the support of a partner, family or friends. The young newly married couple can cope up easily with new working environment in new location but dual career couple with kids face problems when one partner is forced to relocate. Children tend to experience relocation stressful because they need to make new friends and cope with a different school environment.

Various factors affect the work and family relationship. The job demands and reinforce certain style of behaviour. For example type A behaviour or the need for power of position can cause conflict in the home domain. The aggressive, controlling behaviour which can get promotion at work may not be welcomed at home. The impact of long working hours and overload conditions proves to be detrimental for family life.

Other psychological sources of stress are:

Attaching importance to a specific opportunity is a cause of stress in itself. Only those matters result into stress to which people add importance or consider them to be important for our well being, security, status, health and prosperity. For example, even the routine problems like heavy traffic while commuting to the office create stress if one has to attend an important meeting or receive somebody at the station. At that time the heavy traffic produces feeling of threat as being late will affect the image negatively.

Uncertainty is also one of the reasons for stress. When people are confident that they can handle an opportunity or threat effectively, they do not feel stressed. An experienced lecturer can handle the chaotic situation in the class more effectively than a new lecturer. An experienced surgeon may feel comfortable while conducting a routine knee operation, but he might feel stressed while replacing an elderly patients' hip as he is uncertain about the outcome of the operation.

Perceptions and attitudes are also the sources of stress. A person with positive attitude might feel accomplishment while performing a challenging job while the person with negative attitude may feel stressed. The people with positive attitude perceive the change of job and promotion as an opportunity for learning and career advancement but the people with negative attitude perceive the job change as a threat.

Anything and everything can prove to be a potential source of stress. The management of stress can be successful only when people understand the source of

unwanted strain or pressure. Therefore identification of the factors that have a negative impact on performance and well-being is an essential part of a stress management strategy.

Consequences of Stress

The reaction to a stressful situation is manifested in a number of ways at physiological as well as psychological level. When the situations are predictable stress can be controlled but if the situations are unpredictable and beyond control, stress remains for long and causes various disturbances in an individual's functioning as the coping efforts fail or it takes too much of efforts to cope with the stress. The above stress results into emotional, behavioural and physical consequences which reflect in an individual's actions.

Stress affects the senses and attention

Every human being receives the information through the senses, interpret it, store it in the memory and recall it when required. Due to acute stress this mechanism does not work properly. It has been observed that while driving under stress people are not able to see the traffic signals or hear the horns from behind. Students often complain that they missed reading or misread examiner's instructions and therefore did not do well in their examination, as for most of them examinations are high stress situations.

Stress and low self-esteem

When a person attributes the experience of success to himself, it enhances his self-image but when he attributes himself for failures it lowers his self-image. When a candidate despite his high qualifications, brilliant career and satisfactory performance in the interview, fails to find his name in the selected candidates' list, he attributes his failure on some of his shortcomings, lack of good contacts or biased behaviour of interviewers.

Stress and decision making capacity

Stress affects the decision-making capacity adversely. It is seen that under the stress people take incorrect decisions in stressful situations or during illness. Studies have revealed that during stress and sickness people fail to solve the reasoning problems which at times are very simple and even the children can solve them.

Stress and Performance

Stress affects the motivation, style of working and efforts of an individual adversely. This effect reflect on lowered performance and decreased quality of work. For example under stressful condition a lecturer might know the subject well but he is not able to deliver the lecture effectively. It is also seen that while giving examination though the candidates are able to maintain the speed but they are not able to write effectively as the vocabulary becomes narrow.

Stress due to unnecessary noise around the workplace affects the concentration and quality of output. As per the studies conducted by Frankenhouser, though an individual may maintain the performance level despite environmental factors and noise, it costs at psychological and physiological level. The individual tries to make more efforts while working with high or low intensity noise of a desert cooler, a noisy ceiling fan, the increased effort result into high secretion of adrenaline, noradrenaline and cortisol. The heart rate increases sometimes to the extent of 120% which has adverse effects on cardio vascular system.

Internal factors like emotional states of worry, anger or agitation also produce stress which reflect in sinking heart, tense muscles and drying of mouth. Prolonged negative emotions change the behaviour and personality traits. If the emotions are repressed due to social or other reasons, the individual suffers from prolonged depression. If an individual have to work for long time in stressful conditions with nonsupportive subordinates or colleagues, top management's negative and partial attitude and monotonous jobs, the individual becomes detached, indifferent and cold. All this have detrimental effect on social behaviour. They withdraw

themselves from social gatherings, avoid eye contact and conversation with others. Some times the repressed emotions reflect in aggressive behaviour also like hostile attitude, fights and verbal attacks.

Stress and Health

Generally all popular writings on stress start with the assertion that stress is a signal to danger. Though stress is a must for life and is a part and parcel of life, after certain limit it cause damage to the health and well being. The negative consequences of stress may range from mild psychological distress to serious illness depending upon the severity of stress experienced. When stress continues unabated it results in ill health. The affect depends on the biological vulnerability of the individual. Every individual has certain capacity to cope with the stress depending upon his physical and emotional health. Due to biological susceptibility cardio vascular, cancer and ulcers develop in certain individuals due to high degree of stress. The process and effect of stress has been described in figure 1.7 below:

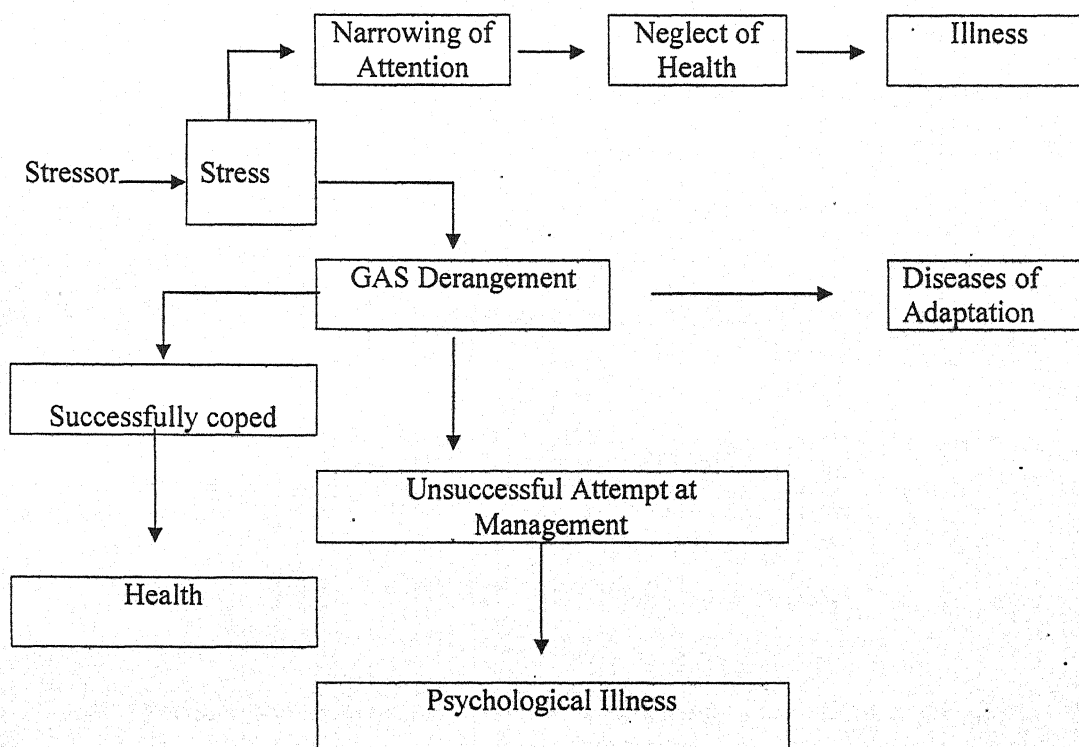


Figure 1.7 - (GAS - General Adaptability Syndrome)

Psychological Distress

Most severe stress is caused by situations in which a person does not have freedom. Such situations deprive a person of developing a sense of control. Due to the after effects of stress like narrowing of attention and fall in decision making capacity, performance suffers. Gradually the situation becomes so complex that the individual starts wondering 'what is wrong with me?'. As a result self-blame and self-condemnation makes a person feel stupid and he starts withdrawing and avoid social contacts.

People with psychological distress react in different ways - either they become hyper-active to avoid thinking about themselves or closing themselves inside room watching TV or other things. Sometimes the negative emotions are expressed in antisocial and aggressive acts like stealing, picking up fights, assault, homicide and suicide.

Tension anxiety and workplace stresses tend to increase smoking, addiction to alcohol, drugs, tranquilizers and sometimes excess eating.

As stress is a state of high physiological arousal, there are wide-spread changes in the internal state during stress. When the stress is short-lived, the body and mind states come back to normal state after some time, but if stress persists for long the altered body states demand attention and the individual under stress becomes painfully aware of them. Following are some symptoms of stress on various body parts :

Muscular symptoms	Tension and pain
Gastrointestinal symptoms	Dyspepsia, indigestion, vomiting, heart burn, constipation and irritable colon
Cardiac symptoms	Palpitation, arrhythmias and chest pain
Respiratory symptoms	Dyspnoea and hyperventilation
Central nervous system symptoms	Neurotic reactions, insomnia, weakness, faintness and some headaches
Genital symptoms	Dysmenorrhoea, frigidity and impotence

There are certain situations in any individuals work life which demand an all-out effort to cope with these demands. Miss-happenings, unemployment, demotion, migration, transfer etc. fall in this category. It takes much time to cope up with such situations or resolve them. Such prolonged efforts result in chronic physical and psychological disorders and sickness.

Due to hectic work schedule and stressed working conditions one tends to ignore the nutrition, rest, physical activity and recreation which are the basic rules for general health. Due to work demand one ignores proper sleep and food timings, eat junk food and become hyper active or inactive for months together resulting into diseases within the body.

Besides ignoring the physical needs, to cope with the stress, people adopt certain modes which are more damaging to health. Addiction to smoking and alcohol, seductive drugs, and even reckless driving to relieve the stress which proves to be more suicidal.

Other reactions to stress are also described as under:

Frustration : frustration results from obstruction in motivation which prevents one from achieving the goal. For example one is trying to finish a report by afternoon, the frequent visits of subordinates or colleagues do not allow to finish the work by the deadline. Due to this one feels irritable or develops an uneasy feeling in stomach or head. These reactions to frustration are known as defense mechanism as one tries to defend oneself from the psychological effects of blocked goal. The effect of such frustration can be short term or long term. The example of long term frustration are lack of promotion opportunity, job insecurity, partial attitude of top management or unsupportive colleagues. The long term frustration can cause emotional disorders which adversely effect the functional ability.

The type of reactions of frustration depend upon the basic nature and attitude of the individual. Aggressive people reflect or express their frustration. In other

people it may reflect in the form of apathy, withdrawal, regression, fixation, physical or psychological disorders. To illustrate more one might ask for a transfer, or look out for another job. People develop lamenting and blaming attitude for the supervisors or colleagues. It also results into physical disorder like migraine, hyper acidity, ulcers etc. The feeling of insecurity and dissatisfaction arising out of unresolved problems and unsatisfied needs results into frustration. There are many instances at work place, which are beyond one's control like being bypassed for a particular job promotion for which one may be longing for.

Emotional reaction is reflected into hostility, aggression and fear. It is expressed through yelling, fighting, depression and physical abuse. These negative feelings are exploded in the form of misbehaving with clients, customers, students, colleagues, subordinates and friends.

The Behavioural reactions are active and passive both. Active behavioural reactions result into decline in quantity of work. Slow down, avoidance, absenteeism etc. are the examples of escaping work. Seeking transfers or resigning from the organization are the extreme examples of active behavioural reactions. Passive behavioural reactions affect the quality of work. The motivation declines and people become uninterested and indifferent to work. Apathy, lethargy and lack of enthusiasm towards job are the outcome of passive behavioural reactions to stress.

Physical reactions to stress are reflected into anatomical and physiological changes. These reactions are manifested in the gastro-intestinal system, the circulatory system and other systems. Increase in gastric acids, indigestion, ulcers of stomach or chronic ulcers are the affects of stress. The stomach, small intestine and large intestine are susceptible to stress. The disturbances in blood circulatory system and temporary increase in heart rates, blood pressure are some of the major physical reactions to stress at global level.

Burnout is the response of high achievers. Rather it is a disease. It is a complete exhaustion of an individual's physical and intellectual resources caused by excessive efforts to attain certain unrealistic job related goals. Burnout candidates are people with extremely high aspirations. They are typically idealistic and self-motivated high achievers. They start projects with high degree of enthusiasm and feel difficulty in saying no to new opportunities and tasks that come their way. They do more than their share of jobs. As a result such individuals become frustrated and lose the earlier enthusiasm. They lose their interest in job later and get into flight syndrome. They frequently feel that they are working harder and harder and tend to feel tired much of the time. They develop aches and pains, try to pull away from friends and loved ones and lose the sense of humour.

Variables of Stress & Individual Perceptions

All individuals are different in their approaches, attitude and coping strategies of stress. Some can handle the stressful situations easily but others get overwhelmed by them. Generally there are six variables which differ from individual to individual in experiencing and coping the stress:

- Perception
- Job experience
- Social Support
- Belief in locus of control
- Self-efficacy
- Hostility

It is a basic fact that individual reaction or response to any stressful event or situation is based on their perception rather than reality. For example while meeting with deadline of a certain project or assignment given by the organization, one person might fear that he will lose his job if he is not able to meet the deadline, but the other might take it as an opportunity to prove his potential. So the stress doesn't lie in conditions but in the minds of people.

Job experience plays an important role in coping with stress. People who are not able to cope with job stress; they prefer to quit the job. Such people are less resistant to stress. But people with more resistance cope with the stress amicably and stay with the organization. Later on they develop coping strategies and mechanism to deal with the stress. So it helps them to be more adaptable to the stress and stressing situations.

People who have cordial relationships with the colleagues tend to face less stress as they are able to get social support. But who are not able to develop such relations feel more stressed.

People who think that they have full control over destiny tend to be less stressed as they believe in themselves. Others with external locus of control believe that their lives are controlled by outside forces are passive in their approach and feel more stressed. If individual with different approaches face a similar stressed situation, the person with internal locus of control will try to resolve the situation with least stress.

Self-efficacy also influences stress outcomes. Self-efficacy is an individual's belief that he or she is capable to do a particular job. People with strong self-efficacy are more positive and tend to feel less stressed as they believe in themselves. They do not get strained by role overload or long working hours, as the confidence in one's own abilities decreases stress. But individual with low self-efficacy feel more stressed.

People with hostile attitude or hostility and high degree of anger face more stress, as they are chronically suspicious and mistrustful of others. The anger significantly increases the stress level and risk for heart disease because of raised blood pressure.

Stress Management strategies

We cannot weed out stress from the personal as well as professional life but can reduce its adverse affects by managing it positively. Both individuals and

organizations can adopt certain strategies to reduce the stress. At the individual level, generally there are three broad options for coping with stressful situations:

- Prevent or control it
- escape from it
- learn to adapt to the situation.

At organizational level the following measures can be adopted:

- Improve managerial communication skills
- Empower the employees by participative management
- Redesigning jobs to make them more fulfilling
- Implement Organisation Development Programs

Individual Coping Strategies

At individual level there are certain proactive strategies to resolve the issues leading to stress as well as curb the adverse effects of stress. The positive approaches like *self-help* and *do-it-yourself* can reduce the stress emanating from psychological and behavioural reasons. The physical exercise, weight-loss techniques, diet control, balanced food and meditation reduce the after effects and impact of stress on our psychology and physiology.

I. Exercise

The physical exercise in the form of walking, jogging, swimming, riding bicycle, playing table tennis, badminton, squash not only keep the individual in good shape but also combat the stress to considerable level. The physical exercise and sports give relaxation from the monotonous routine as well as enhance the self-esteem and confidence level.

II. Relaxation

After knowing the functioning and processes of one's physiology and psychology, it becomes easy to adopt certain relaxation techniques. Reading books of interest, listening to music, curling up in bed, watching favourite programmes on TV are some relaxation techniques to control stress.

III. Self-Control

Controlling the emotions causing stress and avoiding the negative situations and people can reduce the stress and its effects. If the work involves public dealing and complaints, one should take necessary breaks in between by indulging in other creative activities. One cannot have control on the happenings and behaviour of other people, but can manage oneself by becoming aware of own limitations.

IV. Meditation

Meditation is a tested therapy since ages to curb tension and stress of any type. It involves quite, concentrated inner thought in order to rest the body physically and emotionally. It temporarily removes the person from the stressful world and reduces symptoms of stress.

Its regular practice improves memory, concentration and focus. It trains the person to use his inner resources to tune himself to be relaxed. With regular meditation one can go through high stress without having any adverse effect. The reason being that meditation enhances the performance of brain.

V. Bio-feedback

With the advent of medical science and technological advances certain devices are used to measure blood pressure, heart and pulse rate. Medical practitioners advise these tools to the people with complaint of stress, hypertension, headache and blood disorders. Till sixties and early seventies there was no cure or control for internal processes like heartbeat, oxygen consumption, stomach acid flow and brainwaves, but by the bio-feedback devices people can exercise control over these processes to some extent and it can prevent undesirable effects of stress.

Each individual should be well aware of his or her biological as well as psychological constitution like brain-wave patterns, gastric secretions and fluctuations in blood-pressure etc. It helps in controlling the disorders and knowing the rhythm of the body.

VI. Personal Wellness

It is a common saying that prevention is better than cure. Now a days preventive maintenance programs based on research in behavioural medicine are quite in practice. In case of complaints of stress or tension, the health care specialists recommend changes in lifestyle and food habits like breathing regulation, muscle relaxation, positive imagery, nutrition management and exercises to enable employees to use their full potential.

So stress is the second nature of human life. It motivates and demotivates the individuals as per their attitudes and perceptions. Many studies have been conducted in the past on stress and certain models were developed by the scientists and psychologists to understand its origin, reasons and solutions to cope with the stress and stressful situations. The earlier studies were basically on physiological aspect of stress conducted by medical practitioners but later the behavioural scientists also conducted a lot of research to understand the origin and impact of stress on work behaviour as well as its implications.

Organizational Coping Strategies

The organization at its level can adopt certain strategies to reduce the causes of work and role stress by modification and changes in them. The strategies which organization can consider are : improved personnel selection and placement, training, use of realistic goal setting, redesigning of jobs, participative management, improve communication, offering incentives and establishing employee wellness programs.

I. Supportive Organizational Climate

Most of the organizations especially the central and state government offices and undertakings adopt highly formalized bureaucratic structure with rigid rules and regulations resulting into inflexible impersonal climate. This leads to considerable job stress. To reduce the job stress amongst the workers, the organization should be made more decentralized and organic to create supportive climate of faith and delegation.

II. Job redesign and job-enrichment

If the job is monotonous and dull, it may be redesigned with more responsibility and more meaningful work with autonomy. The job content should enhance with core job characteristics like recognition, achievement, growth and advancement. The feedback may be enhanced so that people could discuss their performance problems easily

III. Reduce conflict and clarify organizational roles

Role conflict and ambiguity is a major individual stressor. The management can reduce this stress by clarifying the organizational roles of each employee. The job should have clear expectations with necessary information and infrastructural support so that the worker is able to know the demands and expectations of the job.

IV. Social Support

In today's world when ambition and self-centred professional approach is in vogue, people lack warm inter personal relationships. The young generation has a driving ambition for independence and they fail to develop close attachment with friends and colleagues. To achieve success they often sacrifice fulfillment of social needs, which results in anger, anxiety and loneliness. But a powerful cure of stress problem lies in the social support at work. Social support is the network of activities, interactions and relationships that satisfy many important needs of an individual. The cordial relations provide four type of support:

- a. Instrumental (task assistance)
- b. Informational
- c. Evaluative
- d. Emotional

The social support comes from supervisors, colleagues, family and friends. People exchange ideas, share jokes, play games or either tease the colleagues and subordinates while interacting with them. This creates a warm and friendly environment at workplace. The workers face less stress in such environment. Researches in psychology are evident that people with social and emotional support from atleast one person will experience lower stress.

V. Employee Counseling

The need for counseling arises from a variety of employee problems including stress. When these problems arise, the employees benefit from the understanding and guidance that counseling provides them. The problems vary from person to person. One person might be feeling insecure due to nearing retirement; another person may be feeling uncomfortable due to new promotion with unexpected transfer. Counseling is discussion of a problem that has emotional content with an employee in order to help the employee cope with stressful situations and working conditions in better way. Counseling improves employee's mental health and they gain self confidence, better understanding, self-control and ability to work effectively. Good mental health means that people feel comfortable about themselves, about other people and are able to meet the demands of life. As the employee is able to cope with work and demanding situations easily, it improves organizational performance. The employee become more cooperative and worry less about personal problems. Counseling helps the organization become more human and considerate with its people and their problems. The supervisor, the line manager, the HR manager or the company Physician can counsel employees. Counseling is usually

confidential so that employee can feel free to talk openly about their problems related to job or personal life.

Counseling provides employees with reassurance that they are on the right track or are pursuing a right course of action.

It also enhances communication both upward and downward. Generally the top managers do not know the feelings of people in bottom line. The counseling initiates an upward signal and the communication channels get open.

Counseling helps releasing emotional tensions like frustration in open environment. When the people begin to explain their problems to a sympathetic listener, their tensions begin to subside. They become relaxed and rational. Though the counseling may not solve their problem but it removes mental blocks and enable them to face their problems again and think constructively.

Counseling helps clarify thinking. The human mind tend to magnify minor incidents due to emotional weakness. Counseling helps straight and rational thinking by releasing emotional blocks. By clarified thinking the counseling helps in reorienting the employees towards their goals and values. It helps in recognizing their potential as well as limitations.

- VI. The organization may ensure right fit into a job. A job demanding more stress and challenge should be provided to a person with internal locus of control as these people are confident and adapt themselves with every situation and resolve the problems easily.
- VII. Training provides self-efficacy by providing and upgrading required skills to fulfill the job effectively. It enhances skills and lessens the stress of non-performance.

- VIII. In transferable jobs the organization may help in relocating the employee like finding a suitable job for the spouse, providing special allowance to meet with the additional expenditure of admission of children in local schools, housing allowance or leased accommodation near the office.
- IX. The open communication practice also reduces the stress at work. The top management may ensure open door policy. Proper information may be provided to the employees about the aims, objectives, strengths of the organization. The management may try to shape the perceptions of the employees about the organizations opportunities, threats and strengths by effective communication.
- X. The organization need to arrange recreational activities frequently to give a break from routine and monotonous life. Out of the long working hours proper breaks for tea and lunch may be given to interact with each other. The provision of sabbaticals or voluntary leave for travel, relax or pursue some training or study may be there to enhance the motivation as well as the performance of the employees. These sabbaticals rejuvenate and revive the employees from the burnout condition.
- XI. Arrangement of wellness program also proves very effective for employee's total physical and mental condition. The workshops on wellness help workers to lose weight, eat better, develop a regular exercise program, quit smoking and alcohol. This enhance quality of work life.

As per the father of stress, Hans Selye, the complete freedom from stress is death. Some level of stress leads to performance improvement. It is an adaptive response to an external situation which results in physical, psychological and behavioral deviation for organizational participation. Though the stress manifests itself into individual physiological and psychological ailments and lowered organizational performance and conflicts, a number of individual and organizational strategies can

be adopted to cope with these stress-induced problems. Exercise, relaxation, behavioral self-control techniques, cognitive therapy techniques help in reducing the individual stress. Creating a supportive climate, enriching tasks, reducing conflict and clarity of roles, setting up a systematic career planning, providing training and development opportunities, recreational activities at organizational level prevents and reduces job stress to considerable level.

CHAPTER 2

The Higher Education Scenario in India

The Higher Education Scenario in India

- Role of Central & State Governments in Promoting Higher Education
- Components of Higher Education System
 - Universities
 - Colleges
 - Regulatory & Funding Agencies
- Work Environment in Higher Education

Introduction

India is emerging as one of the leaders in knowledge race. In terms of students enrolment, it is the third largest in the world after China and United States. It has an added advantage of having English as its primary language of higher education and research. The students have wider horizons for gaining knowledge in their respective areas through books, journals, magazines and electronic media which is mostly in English. India has a long academic tradition and academic freedom has been respected through ancient times. It is the pride pioneer of university system like Nalanda and Takshashila which used to house approximately a lac students in its campus.

The higher education system of India comprises of seven Indian Institutes of Technologies (IITs), approximately 300 universities and deemed universities, over 15000 colleges and hundreds of national and regional research institutes. In addition to this there are top class business schools, professional institutes like Indian Institutes of Management (IIMs), Indian Institute of Foreign Trade (IIFT) etc. There is no company or institute in the world that has not benefited by the

graduates, post-graduates or research scholars from Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), Indian Institute of Science/Tata Institute of Fundamental Research (TIFR) and various Universities of India, be it NASA, IBM, Microsoft, Intel, Bell, Sun, MIT, Harvard, Caltech, Cambridge or Oxford.

As on date there are 342 Universities including 18 Central Universities, 211 State Universities, 99 deemed Universities and 5 institutions established under State Legislation and 13 Institutes of National Importance. There are approx. 17625 colleges, of which 5386 have been recognized by the University Grants Commission under Section 2(f) and 2(B) of the UGC Act. 138 colleges have been functioning as autonomous colleges in eight states in the country.

As per the data available, as on date an estimated 104.81 lakh students were enrolled in the institutions of Higher Education as against 99.54 lakh in the year 2005 and the faculty strength is 4.71 lakh as compared to 4.57 lakh in the year 2005.

Main players in the higher education system in the country are Central Government, State Governments, University Grants Commission (UGC) and other Professional Councils for recognition of courses.

Education is the Special Constitutional responsibility of the Central Government and falls at No.66 of the 'Concurrent list' in the Union List of the Constitution. This gives exclusive Legislative Power to the Central Govt. for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions.

Central Government is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC. The UGC provides grants and regulates the Indian university system.

State Governments are responsible for State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance. The establishment of universities, colleges and schools in the state and appointment of staff members, regulation of their service conditions and provision of funds comes under the purview of respective State Governments.

The Central Advisory Board of Education coordinates and ensures cooperation between the Union and the State governments.

University Grants Commission

The Government of India established University Grants Commission (UGC) by an Act of Parliament in 1956 to execute the Constitutional mandate of coordination, determination, and maintenance of standards of teaching, examination and research in Higher Education. UGC serves as a vital link between the Union and State Governments and the institutions of higher learning. It monitors developments in the field of collegiate and university education; disburses grants to the universities and colleges; advises Central and State Governments on the measures necessary for the improvement of university education; and frames regulations such as those on the minimum standards of instruction

The Commission comprises the Chairperson, Vice-Chairperson and ten other members appointed by the Central Government. The Chairperson is selected from among persons who are not officers of the Central Government or any State Government. Of the ten members, two are representatives of Central Government. More than five persons are the eminent teachers in Universities. Remaining members are selected from among eminent educationists, academics and experts in various fields.

Funding

UGC has no funds of its own. It receives both Plan and Non-Plan grants from the Central Government to carry out the responsibilities assigned to it by law. It allocates and disburses full maintenance and development grants to all Central Universities, Colleges affiliated to Delhi and Banaras Hindu Universities and some

of the institutions accorded the status of 'Deemed to be Universities'. State Universities, Colleges and other institutions of higher education, receive support only from the Plan grant for development schemes. Besides, it provides financial assistance to Universities and colleges under various schemes/programmes for promoting relevant knowledge and skills to bring social change.

Following are the details of the grants provided by the Government to UGC during the IX Plan and X Plan both under Plan and Non-Plan, are as under:

IX Plan

Year	Plan (Rs. in crores)	Non-Plan (in crores)
1997 - 1998	352.10	545.00
1998 - 1999	360.35	1009.00
1999 - 2000	376.00	975.00
2000-2001	435.00	1000.00
2001-2002	467.78	1020.68

X Plan

YEAR	Plan (Rs. in crores)	Non-Plan (in crores)
2002-03	559.76	1100.00
2003-04	516.75	1132.30
2004-05	719.75	1182.85
2005-06	374.41(upto 31.8.05)	609.17(upto 31.8.05)

Regulatory and Professional Councils

Following Professional Councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The statutory professional councils are:

- ❖ All India Council for Technical Education (AICTE)
- ❖ Distance Education Council (DEC)
- ❖ Indian Council for Agriculture Research (ICAR)
- ❖ Bar Council of India (BCI)
- ❖ National Council for Teacher Education (NCTE)
- ❖ Rehabilitation Council of India (RCI)
- ❖ Medical Council of India (MCI)
- ❖ Pharmacy Council of India (PCI)
- ❖ Indian Nursing Council (INC)
- ❖ Dentist Council of India (DCI)
- ❖ Central Council of Homeopathy (CCH)
- ❖ Central Council of Indian Medicine (CCIM)

Academic Qualification Framework - Degree Structure

After twelve years of schooling the students proceed for degree courses in their respective subject areas - Science, Arts or Commerce. There are three principle levels of qualifications within the higher education system in the country. These are:

Undergraduate level - Bachelor' degree

Post-graduate level - Master's degree

Pre-doctoral level - Doctoral degree

Other fields of studies have come up from the existing streams of studies to go into different professions like business studies, medical, para medical, fine arts etc.

Some institutes offer degrees with honours and special courses. These are not necessarily longer in duration but indicate greater depth of study. Bachelor degree in professional field of study in agriculture, dentistry, engineering, pharmacy,

technology and veterinary medicine generally take four years, while architecture and medicine, it takes five and five and a half years respectively. There are other bachelor degrees in education, journalism and librarianship that are known as second degrees. Bachelor's degree in law is either taken as an integrated degree lasting five years or three-year course as a second degree.

Diploma courses are also available at the undergraduate and postgraduate level. At the undergraduate level, it varies between one to three years in length, postgraduate diplomas are normally awarded after one year's study.

Master's degree is normally of two-year duration. It could be coursework based without thesis or research alone. Admission to postgraduate programmes in engineering and technology is done on the basis of Graduate Aptitude Test in Engineering or Combined Medical Test respectively.

A pre-doctoral programme - Master of Philosophy (M. Phil.) is taken after completion of the Master's Degree. This can either be completely research based or can include course work as well. Ph.D. is awarded two year after the M. Phil. or three years after the Master's degree. Students are expected to write a substantial thesis based on original research which generally takes longer.

New Initiatives - Vocationalization

In conformity with the National Policy on Education, 1986, a scheme to provide career orientation to education at the first degree level was launched in 1994-95. Under the scheme, a university/ college could introduce one to three vocational courses in 35 identified subjects.

National Eligibility Test (NET) is being conducted by the UGC since 1989 for eligibility for lectureship. Around 50000 students appear for the test every year. Pass percentage is around 5%. Eight State level Tests have been accredited at par with NET.

System of Governance of Higher Education Institutions

The Universities are of various kinds: with a single faculty, or multi-faculties; teaching or affiliating, or teaching cum affiliating, single campus or multiple campuses. Most of the Universities are affiliating universities, which prescribe to the affiliated colleges the course of study, hold examinations and award degrees, while undergraduate and to some extent postgraduate colleges affiliated to them impart graduate instruction. Many of the universities along with their affiliated colleges have grown rapidly to the extent of becoming unmanageable. Therefore, as per National Policy on Education, 1986, a scheme of autonomous colleges was promoted. In the autonomous colleges, whereas the degree continues to be awarded by the University, the name of the college is also included. The colleges develop and propose new courses of study to the university for approval. They are also fully responsible for conduct of examination.

The Indian Institutes of Technology are set up by the Government of India as 'Institutions of National Importance' and almost all reputed international academic benchmarks have given them high rating. The Institutes teach technology at UG, PG and doctoral level and carry out basic and applied research in pure and applied sciences. The IITs are funded by the Ministry of Human Resource Development and their policy matters are decided by a nodal monitoring body headed by the Minister for Human Resource Development.

There are seven IITs in the country located at Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati --- and Roorkee.

There are 18 Central Universities under the purview of the Ministry of Human Resource Development which have been set up by Acts of Parliament.

President of India is the Visitor of all Central Universities. The President nominates some members to the Executive Committee/Board of Management/Court/Selection Committees of the University as per the provisions made in the relevant University Act.

Indian Higher Education System - The Real Scenario

Despite being the third largest educational system of the world, Indian education system is gasping for breath needs an urgent cure. Though Indian students are serving the most reputed organizations and institutions abroad, Indian institutions can't pat their back on the achievements of their students, as they are not able to achieve the same status at par with the best institutions all over the world.

The reasons for lagging behind are many and the solutions need to be taken out from them. Due to the long span of foreign rule the educational system is influenced by the feudal system, inadequate funding and excessive political interference. Only 10% students are able to get admission in institutes of higher education due to the social, political, economic and other reasons. The percentage of students going for higher education in major industrialized countries is approximately 50%.

The 21st century has brought new challenges and opportunities for higher education. In the wake of the transition from elitist to mass education, universities worldwide are under pressure to enhance access and equity, on the one hand, and to maintain high standards of quality and excellence, on the other. Governments are determined to ensure equity of opportunities for higher education for all round progress of the society at large. The latest controversies over fee cuts and reservation of seats for backward classes in prestigious business schools as well as other private higher education institutions are some examples of these efforts.

The government is bent on extending access to higher education and technical skills to SCs, STs and Other Backward Classes to the extent of 49.5% in all central universities, prestigious professional schools, and elite colleges, such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and National Institute of Fashion Technology (NIFT). This step has been opposed by the general people as it will adversely affect the quality and merit.

The Privatization of Higher Education

The privatization of higher education did not bring better changes. Though with the new theme of Self Financed or Self Supported courses, some government colleges and institutions have been able to provide proper infrastructure and lab facilities to its students, the private colleges and institutions are running on minimum infrastructure and facilities despite high fee structure.

The idea of privatization of education has been approved by all governments regardless of the fact that which political party is running the government. The privatization brought many sweeping changes in higher and professional education. Thousands of private colleges and institutes cropped up all over the countries offering IT courses in late nineties but disappeared in less than a decade leaving thousands of faculty members and students in lurch. The same situation is being witnessed in the field of Biotechnology, Bioinformatics, Biomedical and other emerging areas. These private institutions are not properly questioned by any concerned authority or govt. agency about the quality of teachers, teacher-student ratio, floor area ratio, class rooms, laboratories, libraries etc.

The plight of 150 private universities of Chhatisgarh in 2003 is evidence of the carelessness and negligence of the concerned authorities. The scam got exposed by a public interest litigation and then the courts ordered the state government to de-recognise and close most of these universities or merge them with the recognized ones. Again a whole generation of students and teachers suffered from irreparable damage to their career due to these wrong trends and irregularities.

There are some well established universities and colleges who are doing better and trying to do better also but they are suffering from governmental neglect, poor funding, frequent ban on faculty recruitment and promotions, reduction in library budgets, lack of investment in modernization, obsolescence of equipment and infrastructure and on the top of it the political pressures and interference for wrong selections and admissions. Even political favours are gained to open new colleges and institutions.

There is another aspect of this picture also. An educational institution recognized in a particular state need not limit its operations to that state. This means that universities approved by the governments of Chattisgarh, Himachal Pradesh, Uttar Pradesh, Madhya Pradesh etc. can set up campuses anywhere in India, where they are more likely to get students from well off families who can afford their astronomical fees. What is more, they are not even accountable to the local governments, since their recognition comes from a far away state. In this way a new culture of well-branded private educational institutions is breeding which allows franchisees at far away locations to run their courses, without being responsible to the students or teachers in any other way. Similar trend is also being followed by foreign universities, who do not want to set up their own shop here, but would like to benefit from the degree-purchasing power of the growing upwardly mobile economic class of India. What we are witnessing in this information age of twenty first century is a huge number of private educational institutions getting themselves listed in the stock market and soliciting investments in the education business with the slogan that its demand will never see the sunset.

The economics of higher education has taken a new shape now. Barring a few courses in arts and humanities, imparting quality education in science, technology, engineering, medicine etc. requires huge investments in infrastructure, all of which cannot be recovered through student fees, without making higher education inaccessible to a large section of students. Unlike many better-known private educational institutions in Western countries that operate in the charity mode with tuition waivers and fellowships (which is one reason why our students go there), most private colleges and universities in India are pursuing a profit motive. This is the basic reason for charging huge tuition fees, apart from forced donations, capitation fees and other charges. Despite huge public discontent, media interventions and many court cases, the governments have not been able to regulate the fee structure and donations in these institutions. Even the courts have only played with the terms such as payment seats, management quotas etc., without addressing the basic issue of fee structure.

It is not only students but also teachers who are at the receiving end of the ongoing malpractices in higher education. India is witnessing the declining popularity of teaching as a profession, not only among the students that we produce, but also among parents, scientists, society and the government. The teaching profession today attracts only those who have missed all other "better" opportunities in life, and is increasingly mired in bureaucratic controls and anti-education concepts such as "hours" of teaching "load", "paid-by-the-hour", "contractual" teachers etc. The privatization has reduced the education to a commodity, teachers are reduced to tutors and teaching is reduced to coaching. The consumerist boom and the growing salary differentials between teachers and other professionals and the value systems of the emerging free market economy have made teaching one of the least attractive professions that demands more work for less pay. In this scenario how the society can expect the teachers to inspire the students.

Another area of concern is the emerging government policy of according deemed university status to national labs and research institutes, so that these institutes can award their own Ph.D. degrees, without any affiliation to a university or fulfilling any other role of being a university. These are Council of Scientific and Industrial Research (CSIR), Indian Council of Medical Research (ICMR), Department of Atomic Energy (DAE), Defence Research and Development Organisation (DRDO), Department of Space (DOS) etc. under the purview of Union government.

These national laboratories were specifically established with the aim of meeting the technological needs of the country in the areas of medicine, agriculture, petroleum, metallurgy, energy, defence, space etc. It was envisaged that these laboratories would employ selected scientific manpower selected from the colleges/universities and nurture them for achieving specific applied goals. But this aim was sidelined and these national labs became more sophisticated versions of university departments drawing better monetary and infrastructural support and publishing research papers. For this they appoint research students with the condition that they will pursue their research degree from the labs if they want to be retained for long. Such tendency can have major implications on higher

education and research in science and technology as the national labs do not provide enough opportunity to young researchers to relate their research to broader social and national values. The more open intellectual environment of universities, which include natural and social sciences, is essential for interdisciplinary learning, personality development, national values and better citizenship.

With emergence of reservations for various backward castes and tribes in the name of equity and access to higher education the quality and performance of higher education and research is suffering. The country is not able to generate knowledge creators or knowledge workers of high quality to keep pace with the needs of the emerging knowledge economy.

Earlier the country was suffering from external brain drain of students going abroad never to return, and now this is another internal brain drain of students taking up careers in areas quite different from their academic backgrounds which is a total wastage of national resources.

In this era of liberalization and globalizations when India needs quality education and knowledge to compete with the rapid advancements in science and technology, research and development, commerce and industry, Indians are grappling with selfish motives and narrow thinking of the policy makers at every level in every area. The situation of unemployment and underemployment is worsening day by day.

The reforms implemented by the Government and concerned agencies are limited to withdrawal of government funding, suspending or terminating the culprits which hardly solves the problem. The real sufferers, the students and teachers affected by the closing down of fake universities or institutions do not get any relief or compensation.

CHAPTER 3

Work Environment

Work Environment

Bundelkhand University

Background

Bundelkhand University was established in August 1975 by late Shri Hemvati Nandan Bahuguna, the then Chief Minister of UP with a view to cater to the academic needs of professional and technical education for the people of Bundelkhand region.

The University was incorporated by UP State Universities (Re-enactment amendment) Act 1974 Sec.4 sub Section 1-A vide Notification of Govt. of U.P.No.10/15-60-33/74 under the provisions of the U.P. State Universities Act 1973.

The University started **functioning on 26 August, 1975** in a hired building. At that time 17 colleges were affiliated to the University which were carved out from the then Kanpur University. The total number of students enrolled with these colleges was 32,762. These colleges were imparting instructions in conventional subjects of Arts, Science and Law.

For more than a decade of inception, the University remained as an exclusively affiliating entity, merely acting as a degree awarding institution for the students pursuing various undergraduate and Post Graduate degree courses in its affiliated colleges. It achieved the status of a **Residential University** initially in the year 1986 when Department of Business Administration, Department of Rural Economics and Cooperation, Department of Mathematics and Statistics and Department of Library & Information Science became functional on its main Campus. These academic programmes were not being offered by any of the affiliated colleges of the University.

The State Government sanctioned Department of Tourism and Hotel Management, Department of Geology and Department of Food Technology in 1996, but due to resource constraints and other limitations the constructions of the buildings took three years. The progress of the University remained in a rather stagnated phase till the year 1998 with 8 teaching faculty and 102 students on the Campus.

After its Silver Jubilee Year 1999, the university made magnitude of qualitative and quantitative growth. It is aptly proved from the fact that the four functional teaching departments on the Campus transformed into 36 institutes of higher learning and research, the faculty strength crossed over 400 and student strength 10000. Taking the total student strength of the 46 affiliated colleges and two constituent institutions of the University including Maharani Laxmi Bai Medical College total number of students easily goes beyond 80000 mark.

The university got new life by **getting recognition from UGC under Section 12-B. The University started** 35 academic and research institutions on the campus offering various professional programs under Self Finance Scheme. The University developed into one of the foremost centers of excellence within a period of less than five years. The Institutes include, with the following institutes:

1. Institute of Basic & Applied Sciences
2. Institute of Food Science & Technology
3. J.C.Bose Institute of Life Sciences
4. Institute of Environment & Developmental Studies
5. Institute of Pharmacy
6. Dr. Ranganathan Institute of Library & Information Sciences
7. Institute of Computer Science & Information Technology
8. Institute of Home Sciences

9. Institute of Economics & Finance
10. Institute of Management Studies
11. Babu Jagjivan Ram Institute of Law
12. K.R. Narayanan Institute of International Studies
13. Bhaskar Institute of Mass Communication and Journalism
14. Dr. B.R. Ambedkar Institute of Social Sciences
15. Institute of Tourism & Hotel Management
16. Vaidya R.N. Sharma Institute of Ayurveda and Alternate Medicine
Education & Research
17. Institute of Biomedical Sciences
18. Institute of Forensic Science & Criminology
19. Major Dhyanchand Institute of Physical Education
20. Institute of Languages
21. Institute of Engineering & Technology
22. Institute of Architecture & Town Planning
23. Institute of Fashion Technology
24. Institute of Agriculture Sciences
25. Institute of Music & Fine Arts
26. Institute of Education
27. Institute of Rehabilitation Science
28. Institute of Earth Sciences
29. Institute of Indian History, Culture & Archaeology
30. Institute of Geographical Sciences

The University is also planning to establish Institute of Veterinary Sciences, Institute of Pure & Applied Radiation Biology, Institute of Dental Science, Institute of Vocational Studies, Institute of Nursing and Institute of Fashion Technology.

Apart from the above the following centres have been sponsored by University Grants Commission:

1. Veerangana Jhalkaribai Women Studies Centre
2. Institute of Adult Continuing Education Extension & Field Outreach
3. Institute of Buddhist Studies,
4. Institute of Aurobindo Studies
5. Nehru Studies Centre
6. Gandhian Studies Centre

Strengths

Courses & curriculum

The University is offering approx. 175 academic and vocational courses in addition to Doctoral and Post-doctoral Programs in various disciplines. The undergraduate and post-graduate courses include Biochemistry, Microbiology, Computer Applications, Tourism and Hotel Management, Business Administration, Economics & Finance, Pharmacy, Law, Mathematics, Statistics, Library Automation, International Business Management, Food Science and Technology and Geology.

Majority of the study programmes are approved by AICTE, Pharmacy Council of India, Bar Council and other concerned agencies. The student strength on the campus has been increasing every year. Due to the pressing demand of the students from within the region and other parts of the state the University increased the intake capacity of various existing courses as well as launched new courses to match the aspirations of the potential incumbents. The university runs P.G. programs in Electronic Sciences, Applied Physics, Applied Chemistry, Biomedical Science, Polymer Science and Technology, Environmental Science & Technology, Information Science and Technology, Pharmacy, Financial Controls

& Analysis, Management, Public Administration, Business Finance, Hotel Management, Earth Science, Mass Communication and Journalism and Forensic Science and UG Courses in Biotechnology, Bio-Sciences, Information Technology, Computer Application, Tourism, Physical Education, Physiotherapy and Architecture etc. to meet the dynamically changing demands of job market.

Infrastructure

The University has **strong support infrastructure**. The university is well equipped with the adequate physical infrastructure in terms of modern class rooms, laboratories, faculty offices, latest computer facility, internet access, intercom telephones for all faculty and departments, a good library, cafeteria and Activity Center to cater to the needs of students and faculty. The University has approximately two dozen buildings to house separate institutes and departments apart from the Central Library, Community Center, Health Center, Sports Stadium, Indoor Stadium, 2 Boys Hostel, 3 Girls Hostels and one working women hostel.

Apart from the above, infrastructural support consisting of a well-equipped air-conditioned Conference/Seminar Hall, Parks with lush green lawns and fountains, Security Building, Bundelkhand University International Center, University Guest House, Convention Center, Bank facilities with ATM, Post Office, Cafeteria, Shopping Complex, Auditorium with the capacity of 550 seats with two additional 350 seated Seminar Halls in the basement and Cafeteria have been set up.

The Central Library is equipped with Computer Center and V-SAT to provide Internet facility and access to electronic journals in relevant subject area. The University keeps procuring best books for library. The administrative authorities are trying to ensure best connectivity between the departments and faculties by providing telephone and intercom on each faculty desk.

The infrastructure helps facilitating the research and development at individual as well as university level. The available facilities at the campus save a lot of time and efforts of the faculty members. They can devote more time to the academic and personal development of self as well as the students.

Academic Administration

The academic authorities of the university make continuous efforts to evolve such a curriculum that the theoretical knowledge is effectively complemented with analytical/practical skills, and industrial /on-the-job training. Keeping in view the rapid globalisation of commerce and industry needs, it is essential to strengthen communication and managerial skills, leadership qualities, self-confidence and self-reliance and developing planning acumen and entrepreneurial aptitude. Guest lectures and workshops are often arranged to prepare the students for respective professional fields.

Academic curriculum and examination system and quality research are the three strong parameters to assess the performance of a University. The University reviews and re-organizes the academic curriculum in coordination with the Board of Studies, Academic Council and other concerned bodies.

To infuse transparency in the examination system double evaluation is introduced to reduce the anomalies. It is being envisaged that the whole process of examination system and result preparation should be computerized. A computerized Students Information Centre on campus is in the pipeline.

All out steps are taken to ensure adherence to the Academic calendar in terms of admission schedule, commencement of classes, conduct of examination and announcement of results. The University starts its session every year on 16th July and completes its examination by May 31th to facilitate announcement of results by June 30th every year.

The faculty members are involved in curriculum development this gives them a chance to update themselves with the changing educational scenario at national and global level. They get a chance to enhance their skills and potential to keep pace with the demands of the educational sector.

Research & Development

The university also tries to encourage Applied Research by applying for research projects with the various research and funding agencies. Many departments have been able to receive research projects of a considerable amount in the areas of Basic and Life Sciences, Management, Environmental Studies and Food Technology. Similarly Institute of Food Technology and Institute of Environmental Sciences are also working on major research projects worth Rs.30 lakh and Rs.50 lakh respectively.

M.Phil programmes are being introduced by almost every department which helps to inculcate the research aptitude and develop desired level of analytical and interpretive skills among the potential scholars.

The faculty members are encouraged to undertake minor and major research projects from the concerned funding agencies and government departments. These projects go a long way in infusing motivation and sustainability.

Self Reliance

The University mostly sustains on its own generated funds through study programmes under self-financing scheme. It meets its operational expenses through development grants received from various funding agencies and SFS funds. It meets the expenses of developing the teaching and laboratory spaces, procuring requisite lab equipment, salary expenses of the faculty members, non-teaching and technical staff.

The self-reliance of the university inculcates a desire to be self-sufficient and self-dependent amongst the various departments. They can play an important role in the development of the respective department/institute and university as a whole. The faculty members try to give their best to the students to boost the image of their institute.

The self-reliance of the university helps replacing the feeling of insecurity into self confidence by generating own resources and enhancing self-reliance.

Extra Curricular Activities

The University has developed a tradition of organizing conferences, seminars, youth festivals, sports meets and social/environmental awareness programmes. Many national and international conferences/seminars have been organized by the various institutes on the Campus i.e. North Zone Vice Chancellor 's Conference, International Conference on Tourism, Convention of Chemists, Convention of Library Science and International Conference of Bio-medical Science.

Frequency of such events enhance the coordinative and supportive abilities amongst the faculty members apart from developing interaction amongst the institutes as well as individuals. These activities act as an effective platform for the students and young faculty to interact, compete, learn and thus acquire self confidence and competence.

The Working Conditions of Teachers

There are different criterion for the appointment of faculty members on the campus - Regular and SFS. The faculty members for regular courses are appointed on the pay-scale approved by the UGC and as per State Government rules whereas the faculty members for SFS courses are appointed on honorarium approved by the Finance Committee and Executive Council of the University.

They are not provided with any statutory benefits like Provident Fund, Gratuity, Pension etc. The rate of increment per annum of SFS faculty members is decided by the University authorities and Finance Committee. The regular faculty members are only in the regular departments viz. Department of Business Administration, Department of Rural Economics and Cooperation, Department of Mathematics and Statistics and Department of Library & Information Science, Department of Tourism and Hotel Management, Department of Geology and Department of Food Technology. The rest of the Departments are SFS and are staffed with SFS faculty members. In the regular departments, SFS teachers have also been appointed to teach in SFS courses started by these departments.

Most of the faculty members in SFS Courses are appointed on per lecture basis and an honorium of Rs.100/- per lecturer or Rs.8000/- per month, whichever is less. Some of them are paid Rs.5000/- also.

The Selection of the SFS faculty is approved by the Selection Committee and Executive Council of the University. The term of the SFS faculty members is based on the continuity of the course. They work on a contract of three to five years, which can be terminated at any time with or without prior notice.

Most of the faculty members are from outside Jhansi. Some of them are even from far off places like Manipur, Kerala and Himachal Pradesh.

The number of teaching faculty on SFS rolls is much more than the regular faculty members which is around 49 only. The number of faculty members on SFS Rolls is approximately 225.

Accommodation

Most of the Heads of the Departments are provided with accommodation at the residential campus of the University. Some readers and senior lecturers are also provided with suitable accommodation at the residential complex as per their entitlement. Most of the faculty members are living in rented accommodation.

Salary Scales

The salary scales are in tune with the prevailing UGC norms for the faculty members on regular rolls. The increase in DA is given as per the State Govt. norms.

The SFS faculty members are paid a monthly honorarium fixed as per the norms of the Executive Council and Finance Committee which is generally fixed on the basic salary plus DA. The annual increment is also fixed by the Executive Council of the University.

The lecturers with requisite qualifications like Ph.D., M.Phil and NET are provided with special increments under the rules. In case of SFS faculty they are given the higher start or special increment is also given as approved by the Finance Committee and Executive Council on the basis of educational qualifications & experience.

The part-time teachers are paid Rs.100/- per lecture upto a maximum of Rs.8000/- per month. Sometime they are appointed for a period of three to six months. No other benefits are provided to them and the University does not have any Career Advancement Scheme for such faculty, though recommended by UGC.

Promotions

Career Advancement Scheme is the basis for promotion of regular faculty members. Following are the salient features of the Career Advancement Scheme:

- Lecturer to Senior Lecturer
- Senior Lecturer to Reader
- Reader to Professor

Promotions are based on Selection Committee recommendations after due approval by the Executive Council.

Refresher/Orientation Courses

Policy & Importance

Though the UGC norms say that attending the refresher and orientation courses is mandatory for the faculty members and no university can deny leave for attending such courses, the leaves are sanctioned at the discretion of the Head of the Department and administrative authorities. It has been observed that such leaves differ from department to department depending upon the relations with the HOD and the administrative authorities. Availability of leave, status of syllabus, availability of substitute faculty are also other restricting factors in this regard.

Leaves

The regular faculty members can avail all the leaves envisaged under the UGC rules and rules governed by State Govt. The SFS faculty members are also provided leaves as follows :

Medical Leave	-	10
Privilege Leave	-	10
Casual Leave	-	14
Duty Leave	-	5

Extra Ordinary Leave for 1 year for study after 3 years of regular service.

The University does not provide more than 10 days Summer break as most of the SFS faculty is on contractual basis and the Annual break is normally with pay. The faculty is engaged in compilation of annual results as well as helping the administrative authorities in preparation of the entrance tests for various courses for the next academic session.

Work load

The University has undergone tremendous change in terms of number of courses and student intake since 1999 due to the approval of the University under section 12-B of the UGC to run various SFS courses in conventional and professional streams. The University started various courses in the field of Engineering and Technology, Management, Computers and Information Technology, Mass Communication and Journalism, Music and Fine Arts, Biomedical Sciences, Ayurveda and Alternate Medicine, Basic and Applied Sciences, Life Sciences, Education and Physical Education. But due to many limitations the University could not obtain the required quality and quantity of faculty members to meet the required standards and demand of the courses at UG and PG level. As a result the workload in some of the departments is quite high.

Apart from the academic workload, certain administrative and coordinative jobs emanating from the concerned departments like purchase of equipments, chemicals, preparing question papers, examination schedule as well as the results for annual and semester examinations also consume a lot of quality time of the faculty members. The workload is more in SFS oriented departments as the university do not get the competent faculty in time and due to financial constraints it cannot offer the lucrative pay scales to attract the best talent from within our outside Jhansi.

Performance Appraisal

The University has a transparent self-performance appraisal system as stipulated by the University Grants Commission for the regular faculty members. But for the SFS faculty members there is no definite system.

Social and Cultural Relations

The faculty comprises of people from almost every part of the country. Not only the male but also the female faculty members hail from West Bengal, Himachal to Maharashtra and Kerala in west and south India. The interaction amongst them is gets more healthy during the workshops, conferences, cultural and sports events, and annual convocation. Rivalry amongst colleagues is also observed which gets reflected in the form of non-cooperation or other politics.

Weak areas

Infrastructure

The University is well equipped in terms of infrastructure and provision of basic facilities but there is a lack of proper administration of these facilities by the concerned departments. The U.P. state generally suffers from lack of power and water facilities. The work culture is of typical bureaucratic style. There is lack of initiation and motivation to work. The workforce at semi-skilled and unskilled level is ignorant and negligent which results into problems like dirty water tanks, class rooms, offices, labs etc. The lack of power and deficiency of alternate measures (UPS, Gensets) make the computer and other labs non-functional. The books in library are not upto the mark and relevant.

Quality of Students

Though the intake of the students is increasing every year but the quality is suffering miserably. The students' quality is quite miserable in some departments due to lack of proper schooling and other social reasons. Most of the students are more interested in obtaining degrees in any way rather than

gaining knowledge. Absenteeism is on the high side. Some of the students merely come to attend the sessional or semester examinations. Such a condition results into job dissatisfaction and frustration in faculty members who believe in quality.

Work load

The university though boasts of a number of courses and academic programmes but the existing faculty strength can't meet with the demands of the increased responsibilities and most of them are overburdened. Due to excess number of classes, they are not able to give proper attention to their research as well as they do not find time to prepare the lessons for the classes.

Quality of Faculty

Being located in a small city and that too a backward area, the university is not able to attract as well as retain the best talent. So the university has to be content with the locally available human resources. Some of them are not NET M.Phil. or Ph.d. The Engineering and Technology, science and professional departments are the worst sufferers. The University faculty is not able to keep pace with the developments taking place in their related areas due to scarcity of journals, books and excess workload.

In addition to this, despite the availability of funds, due to administrative reasons, the salary structure is not so lucrative to retain and attract qualified faculty members.

Power situation

The climate of Jhansi is mostly hot for about eight months. The university is surviving on one generator, which is limited to certain faculties and administrative block only. Due to political reasons or resource constraints the state administration is not able to provide sufficient power to the region. The university authorities are not able to provide generator facility to all departments

and institutes. Under such condition teaching becomes very difficult and the use of equipments in labs is also interrupted. In addition to this, the power shortage results into water shortage as the tanks can't be filled without power. The provision of water for drinking and sanitation in most of the departments is insufficient.

Work Environment - Jiwaji University

Introduction

Jiwaji University came in to existence on 23rd May 1964, through M.P. Govt. Ordinance no. 15 of 1963. The foundation stone was laid on a campus of over 225 acres of Naulakha Parade by the then President of India, Dr. Sarvapalli Radhakrishnan on 11th December 1964. The territorial jurisdiction of the University has districts of Gwalior, Bhind, Morena, Shivpuri, Datia and Guna. At the initial stage the university had 25 affiliated colleges but today around 110 colleges are working under its jurisdiction.

The University started Postgraduate teaching and research in 1966 by establishing Schools of Studies in Botany and Zoology. It was followed by establishment of other Schools viz. Physics, Chemistry, Ancient Indian History, Culture & Archaeology, Economics, Mathematics, Commerce and Management. Later new Schools in Library & Information Science, Indira Gandhi Academy of Environmental Education, Research & Ecoplanning, Biochemistry, Earth Science, Political Science & Public Administration. were added. The University is also imparting MBA programme in Tourism & Travel Management and has a Centre for Foreign Languages. The MBA and BBA programmes were also started under the faculty of Commerce & Management. The UGC sponsored Dept. of Adult Continuing & Extension Education now has started post graduate Course in Social Work.

To cater the need of the society the University started a good number of courses under **Self Supporting Programme** e.g. Microbiology, Biotechnology, Electronics, Computer Science, Instrumentation & Industrial Analysis, Computer Applications, Environmental Chemistry, Chemical Sales & Marketing Management, Business Economics, Financial Administration, Neuroscience etc. The UGC innovative Course in Remote Sensing & GIS was also started from the session 2002-2003.

In addition, Courses in Yoga and Jyotirvigyan have also been introduced from 2003. From 2004 the university started a good number of new Courses e.g. Biomedical Technology; Molecular and Human Genetics; e-Commerce; Food Technology; Medicinal Plants and Herbal Resource management; Journalism and Mass Communication; Marketing Management, Advertising and Sales Administration; Electronics and Instrumentation. The Centre for Languages has various degree, diploma and certificate courses in Hindi, English, Sanskrit and French.

Department of Physical Education has emerged on national scenario by organizing national tournaments in various sports and imparting education for M.P.Ed. & B.P.Ed. courses. Large playgrounds equipped with facilities for indoor and outdoor games, organization of tournaments encourage the students to actively participate in university sports and bring laurels. Department of Pharmaceutical studies runs Courses for B. Pharma and P.G. Diploma in clinical Psychology and Diagnostic Technology. The recently established, Institute of Engineering imparts education in B.E. Electronics and Chemical Engineering. A five years integrated Course for L.L.B. (Hons.) degree has also been started in the Institute of law.

At the time of data collection, 51 departments were operational in the University with various courses at Master's, M.Phil, Diploma and Certificate level apart from Ph.D. programme.

Working conditions of the University

Like Bundelkhand University, Jiwaji University also has two types of faculty members on its roll - Regular and Contractual.

The regular faculty members were working on regular scales of lecturers, readers and professors as the per UGC and State Government rules. The selection and promotions were also undertaken as per the norms and regulations enforced by UGC.

Some of the faculty for Self Supporting Programmes (Self Finance Scheme) was working on contractual basis. They were contracted for one semester for a fixed amount ranging from Rs.5000/- to Rs.7500/- per month or Rs.100/- per lecture. Most of the SSP faculty members are locally available young males and females with post-graduate degrees in the respective subject.

None of the faculty members under SSP were given the prescribed pay scale or higher honorarium.

Most of the regular faculty members were highly qualified and many of them have been honoured with International and National Awards and Fellowships. They were devoted and committed to the teaching as well as research work. Being an old and well established university, the support infrastructure for research is better as compared to Bundelkhand University.

Every year several students of Jiwaji University were qualifying National level tests for research and professional services such as NET, GATE, IAS, PSC etc.

Infrastructure

The University is well established in terms of faculty and infrastructure. The campus comprises of many faculty buildings including library and administrative block. The lawns and parks were well maintained. The security and parking facilities were proper and adequate.

The water and sanitation was provided adequately. Proper efforts were made to maintain cleanliness and hygiene on the campus. The concerned staff was found to be comparatively sincere towards their duties in the upkeep of the campus.

The teaching was imparted through latest audio-visual equipments. Computer and internet facilities were available since morning till late night in various schools of studies.

The quality of books and journals in library was good and in sufficient quantity to meet the demands of the faculty and students.

The University has been accredited with Four Stars by the National Assessment and Accreditation council (NAAC) of UGC for its quality of teaching and infrastructure.

The Campus

The campus is planned in such a way that all the residents of the university including teachers, non-teaching staff and students have an easy access to all the daily needs and other facilities within walking distance. Most of the teachers reside in the campus. There was an efficient team of Security Personnel that maintains safety and security of the campus.

The university Health Centre, situated in the campus provides First Aid and other basic medical facilities to all students, staff members, employees and their wards. A Medical Officer was available for consultation during morning and evening hours.

Academically and socially very congenial environment was provided to all students, residing in the campus. The "Mrignaynai Girls' Hostel" and a separate hostel for girl's students of University Engineering Institute were situated within the campus. The hostels had all the required facilities with well furnished rooms. Appropriate security has also been provided at the entrance of the hostels. In view of the increasing strength of girl students the existing accommodation was being extended to provide more rooms.

The "Tatya Tope" Boy's hostel is also situated within the campus with required facilities and other amenities.

The university has a branch of Central Bank of India within the campus premises. It provides all services to students, staff as well as general public, residing around the campus.

To provide facilities in the campus a post office is located close to the main administrative building within the campus.

Extra Curricular Activities

The University organizes International and National Conferences, Seminars, Symposia Workshops, youth festivals and sports activities occasionally but not frequently.

Academic Administration

Being an old university the norms are well established. The working of the administration is smooth to some extent. The work culture was found to be supportive and cooperative.

The University Proctoral Office maintains discipline, law and order in the campus.

The Dean, students welfare office looks after the problems and welfare of the students besides conducting cultural activities. Several medals have been instituted in different subjects as a reward for hard working, meritorious and brilliant students.

The meetings of various university bodies like Board of Studies, Research Degree Committee, Academic Council and Executive Council are held regularly to help in updating syllabi, selection of suitable candidates for Ph.D programmes and solving various matters related to academics and research.

Research Facilities

Several departments of the University were also running M. Phil Courses. The teachers were actively engaged in research and guiding students for their Ph. D. degree. Several research projects sponsored by various agencies of Govt. of India and the State Govt. like UGC, DST, CSIR, DOE, DAE, DBT, ICMR, ICHR, MPCST etc. were being conducted in various departments. The research laboratories were well equipped with the latest scientific instruments and state of the art facilities.

Most of the science departments were well equipped with most advance instrument facilities for research as well as teaching. A few important ones are: X-ray unit, vacuum coating unit, spectrophotometers (Visible & UV- Single beam & double beam), vacuum concentrator, Research microscopes, Auto-analyser,

Elisa readers, High speed cooling centrifuges, Image analyser, Automatic vibratome, Cryotomes, Gel-documentation systems, Chromatographic systems, etc. In addition to these major equipments, facilities of some other equipments were under the process of procurement. Atomic Absorption spectrophotometer facilities for tissue culture, cold room, radiation room have also been developed in various departments.

Leaves

Leaves to the regular faculty members were provided as per of UGC and State Govt. norms. There was no provision of leaves for teachers working under Self Supporting Schemes.

Work load

With the introduction of various courses under Self Supporting Programmes the workload of the regular faculty members in the related areas had increased considerably. Most of the Readers were coordinators of these programmes. Apart from updating and developing the curriculum and syllabi, they were having additional subjects to teach.

The faculty members were not limited to their institutes or departments only, they were teaching their subjects in other departments as well wherever their was a requirement. For example, the department of Basic and Life Sciences, Commerce and Management, Social Sciences and Economics were sharing the faculty members.

The faculty under Self Supporting Programme were expected to complete their syllabi within the given period of contract. Their services were also shared by the related institutes as was the practice in the case of regular faculty.

Promotion

The promotions to next scale are as per the UGC norms through selection committees. There was no provision of promotion for faculty under Self Supporting Programme.

Performance Appraisal

Like any other state university, self performance appraisal system was being used for appraising the performance of regular faculty members.

Social Relations

The relations amongst faculty members were observed to be more professional than personal. Most of the groups were based on their area of research and teaching. The environment of the university was closed rather than open.

Accommodation

The University had provided accommodation to approximately 20% of the faculty members on regular roll. Some of the faculty members have built their houses in the city also.

The faculty members commute to and from the university on their own. The university had no provision for local transport.

The work environment of both the universities was more or less similar being state universities. The administration at Jiwaji was smooth being older university and was financially in better condition than Bundelkhand University. The number of SFS courses and faculty members was more in Bundelkhand University. The salary scales of SFS faculty were better in Bundelkhand University.

CHAPTER 4

Research Methodology

Research Methodology

As is evident from the topic of research, the research was to study stress amongst the residential faculty members of Bundelkhand University and Jiwaji University. It was a comparative study of the environmental, organizational and individual causes and effects of stress on the performance and general well-being of their residential faculty members. These two universities are state universities of Uttar Pradesh and Madhya Pradesh respectively.

Objectives of the Research

The research was conducted with the following objectives :

1. To measure the level of job stress amongst the residential faculty members of Bundelkhand University and Jiwaji University applying satisfaction with university infrastructure, working conditions, interpersonal relations, growth prospects etc. as the basis.
2. To identify the factors which are major stressors for faculty members.
3. To recognize the physiological and psychological effects of stress on the residential teachers of the two universities.
4. To make a comparative analysis of the level of job stress, stressors as well as physiological and psychological effects of stress amongst the residential teachers of the two universities.
5. To suggest remedial measures for overcoming job stress amongst the residential teachers of the two universities.
6. To test the validity of the hypothesis, which was framed for this research viz., "High level of job stress is being experienced by the residential teaching faculty members in the higher education sector. "

Nature of the Research

The research was basically a descriptive work and it describes the level and effects of stress due to working conditions, infrastructure, interpersonal relations, growth prospects etc. amongst residential teachers of Bundelkhand and Jiwaji Universities.

Hypothesis

The following hypothesis was framed for this research:

"High level of job stress is being experienced by the residential teaching faculty members in the higher education sector. " The hypothesis has been tested on the basis of responses received from the residential faculty members of Bundelkhand and Jiwaji Universities.

Sources and Method of Data Collection

Both primary as well as secondary data has been collected for this research. For primary data collection, a structured schedule of questions was prepared covering all aspects of possible job stress due to working conditions, infrastructure, interpersonal relations, growth prospects etc. In addition to this the schedule also consisted of questions related to the impact of stress on the physiology and behaviour of faculty members. (Annexure - 1)

The schedule consisted of closed end and rating scale type questions related to demographic status of the respondents and their satisfaction and opinion about different aspects of their job. The respondents were requested to rate these different aspects on a four point scale i.e. Very Great Extent (VGE), Large Extent (LE), Some Extent (SE) and Not at all (NA).

Census survey method was used for this research. All the available and cooperative teachers of Bundelkhand University residential campus and Jiwaji University residential campus were interviewed personally by the researcher with the help of the schedule.

The responses of the faculty members collected through the schedule were used as primary data. Apart from this secondary data was collected from the publications of University Grants Commission regarding the terms and conditions of service of teachers in higher education institutions of India. Information on higher education scenario of the country was obtained and consulted through various publications of Ministry of Human Resource Development from the library of Association of Indian Universities. Apart from this various articles on individual, environmental and organizational stress were also consulted from the various books, newspapers, magazines and journals.

Research Tool

The following three scales were developed for this research.

1. For the purpose of measuring stress, the rating was done on the basis of satisfaction level of the faculty members with a specific factor. For each factor four satisfaction levels with their corresponding ratings were developed as follows:

<u>Satisfaction level</u>		<u>Stress Rating</u>
Very Great Extent (VGE)	-	Zero (0)
Large Extent (LE)	-	One (1)
Some Extent (SE)	-	Two (2)
Not at All (NA)	-	Three (3)

Zero rating or satisfaction to very great extent (VGE) was indicative of the factor not being a stressor to the respondent, whereas a rating of Three (3) or no satisfaction at all (NA) indicates that the factor causes maximum stress, in other words, the higher the rating, the greater the stress. Rating of the following 49 factors was used for the purpose of measuring stress :-

- Satisfaction with
 - Subjects assigned
 - Number of subjects assigned
 - Timing of Classes

- Quality of students
- Other Departmental Responsibilities
- University's official/ bureaucratic procedures
- Equipments & facilities provided for teaching
- Commutation to and from the University
- **Satisfaction with the status of**
 - Relations with the Vice Chancellor
 - Relations with the Head of Department
 - Interpersonal relations with Departmental Colleagues
 - Interpersonal relations with colleagues in other departments
 - Interpersonal relations with Administrative Staff
 - Interpersonal relations with Students
 - Availability of time to meet family obligations
 - Availability of time to maintain social contacts
 - Time for own self
 - Availability of time for academic research & publications
 - Availability of time for attending Conferences/ Seminars/ workshops/refresher or orientation Course
- **Satisfaction with Human Resource Development factors like**
 - Job security
 - Salary commensurates with experience & qualifications
 - Consideration of views by the university authorities on policy matters
 - Awareness about the latest advances in the area of specialization
 - Ability to handle the available latest technology & automation tools in departmental lab
 - Conduciveness of university environment for academic growth
 - Enhancement of self-esteem
 - Reliability of colleagues for counseling
 - Impartial approach of university administration
 - Open Door Policy of the Vice Chancellor's (Top management)

- Effect of frequent contact with other faculty members on productive hours
- Level of departmental politics
- Promotion policy of the University
- Discipline in the Department
- Discipline in the University
- **Satisfaction with the infrastructure**
 - Power supply in Office
 - Power supply in Class
 - Water supply in Conveniences
 - Water supply in Labs
 - Cleanliness in Departmental Office
 - Cleanliness in the Classroom
 - Availability of Classroom
 - Availability of Books and Journals in Library
 - Library Timings
 - Vehicle Parking facility
 - University Security System
- **Use of personal organizer for scheduling assignments**
- **Adverse effect on performance due to the environmental factors like**
 - Noise Pollution
 - Extreme Temperature
 - Sunlight Deprivation

The maximum rating a factor can obtain, was calculated as follows :-

$$\frac{\text{The total number of respondents (faculty members) in a particular category}}{\text{Three (3)}}$$

A scale was developed and tested on the faculty members of Bundelkhand University wherein the total score of each factor and the total score of each faculty member was calculated to ascertain the contribution and level of stress

respectively. The scale for calculating the contribution of individual factor towards stress was developed as explained in the example given below:

Example

Bundelkhand University Regular Lecturers

Number of Regular lecturers at Bundelkhand University - 22
Maximum rating for a stress causing factor $22 \times 3 = 66$

Scale

0 - 17	Factor is Not a stressor At All (NA)
18 - 34	Factor is a stressor to Some Extent (SE)
35 - 51	Factor is a stressor to a Large Extent (LE)
52 - 66	Factor is a stressor to a Very Great Extent (VGE)

Similarly rating scales for the following categories of faculty members were also developed and applied.

Bundelkhand University SFS Lecturers

Number of SFS Lecturers at Bundelkhand University - 102
Maximum rating for a stress causing factor $102 \times 3 = 306$

Scale

0 - 79	Factor is Not a stressor At All (NA)
80 - 158	Factor is a stressor to Some Extent (SE)
159 - 236	Factor is a stressor to a Large Extent (LE)
237 - 306	Factor is a stressor to a Very Great Extent (VGE)

Bundelkhand University Regular Readers

Number of Regular Readers at Bundelkhand University - 11
Maximum rating for a stress causing factor $11 \times 3 = 33$

Scale

0 - 9	Factor is Not a stressor At All (NA)
10 - 17	Factor is a stressor to Some Extent (SE)
18 - 26	Factor is a stressor to a Large Extent (LE)
27 - 33	Factor is a stressor to a Very Great Extent (VGE)

Bundelkhand University SFS Readers

Number of SFS Readers at Bundelkhand University - 7

Maximum rating for a stress causing factor $7 \times 3 = 21$

Scale

0 - 5	Factor is Not a stressor At All (NA)
6 - 11	Factor is a stressor to Some Extent (SE)
12 - 16	Factor is a stressor to a Large Extent (LE)
17 - 21	Factor is a stressor to a Very Great Extent (VGE)

Bundelkhand University Professor

Number of Professors at Bundelkhand University - 6

Maximum rating for a stress causing factor $6 \times 3 = 18$

Scale

0 - 5	Factor is Not a stressor At All (NA)
6 - 9	Factor is a stressor to Some Extent (SE)
10 - 14	Factor is a stressor to a Large Extent (LE)
15 - 18	Factor is a stressor to a Very Great Extent (VGE)

Jiwaji University Regular Lecturers

Number of Regular Lecturers at Jiwaji University - 4

Maximum rating for a stress causing factor $4 \times 3 = 12$

Scale

0 - 3	Factor is Not a stressor At All (NA)
4 - 6	Factor is a stressor to Some Extent (SE)
7 - 9	Factor is a stressor to a Large Extent (LE)
10 - 12	Factor is a stressor to a Very Great Extent (VGE)

Jiwaji University SFS Lecturers

Number of SFS Lecturers at Jiwaji University - 22

Maximum rating for a stress causing factor $22 \times 3 = 66$

Scale

0 - 17	Factor is Not a stressor At All (NA)
18 - 34	Factor is a stressor to Some Extent (SE)
35 - 51	Factor is a stressor to a Large Extent (LE)
52 - 66	Factor is a stressor to a Very Great Extent (VGE)

Jiwaji University Regular Readers

Number of Regular Readers at Jiwaji University -

16

Maximum rating for a stress causing factor

$16 \times 3 = 48$

Scale

0 - 12	Factor is Not a stressor At All (NA)
13 - 25	Factor is a stressor to Some Extent (SE)
26 - 37	Factor is a stressor to a Large Extent (LE)
38 - 48	Factor is a stressor to a Very Great Extent (VGE)

Jiwaji University Professors

Number of Professors at Jiwaji University -

12

Maximum rating for a stress causing factor

$12 \times 3 = 36$

Scale

0 - 9	Factor is Not a stressor At All (NA)
10 - 19	Factor is a stressor to Some Extent (SE)
20 - 28	Factor is a stressor to a Large Extent (LE)
29 - 36	Factor is a stressor to a Very Great Extent (VGE)

2. In addition to the above, another scale was developed to measure overall stress of an individual faculty member by adding up the ratings given by him/her to the 49 factors mentioned earlier. This scale which was applied to the faculty members of both the universities irrespective of their status was as follows:

No. of factors (49) X maximum rating of a factor (3) = 147

<u>Stress Level</u>		<u>Stress Scale</u>
Not at All (NA)	-	0 - 36
Some Extent (SE)	-	37 - 72
Large Extent (LE)	-	73 - 107
Very Great Extent (VGE)	-	108 - 147

3. To measure the impact of stress on the physiology and behavior of the faculty members, the following 16 issues were taken into consideration. The same scales that were used for calculating the contribution of individual factors to stress, were applied for calculating the impact of stress on the faculty members.

The maximum rating a factor can obtain was calculated as follows:-

$$\frac{\text{The total number of respondents (faculty members) in a particular category}}{\text{Three (3)}}$$

A scale was developed and tested on the faculty members of Bundelkhand University wherein the total score of each factor and the total score of each faculty member was calculated to ascertain the impact of stress respectively. The scale for calculating the impact of individual factor on the physiology and behavior of the faculty member was developed as explained in the example given below:

Example

Bundelkhand University Regular Lecturers

Number of Regular lecturers at Bundelkhand University -	22
Maximum rating of impact on physiology/behaviour	22 x 3 = 66

Scale

- 0 - 17 No adverse impact on Physiology/Behaviour At All (NA)
- 18 - 34 Adverse impact on Physiology/Behaviour to Some Extent (SE)
- 35 - 51 Adverse impact on Physiology/Behaviour to a Large Extent (LE)

52 - 66 Adverse impact on Physiology/Behaviour to a Very Great Extent (VGE)

Similarly rating scales for all the categories of faculty members were developed and applied.

The overall impact of stress on individual faculty members was measured using the following scale:

Scale

- 0 - 12 No adverse impact on Physiology/Behaviour at all (NA)
13 - 24 Adverse impact on Physiology/Behaviour to Some Extent (SE)
25 - 36 Adverse impact on Physiology/Behaviour to a Large Extent (LE)
37 - 48 Adverse impact on Physiology/Behaviour to a Very Great Extent (VGE)

The following physiological and behavioural effects of stress were considered for the above mentioned scales:-

- **Physiological**

- Abnormal Blood Pressure
- Indigestion
- Migraine/ Headache
- Obesity
- Spondylites
- Hair loss
- Acidity
- Stomach ache
- Schizophrenia
- Depression

- **Behavioural**

- Increase in consumption of Cigarettes
- Increase in consumption of Alcohol
- Lack of motivation to attend the University

- Lack of feeling of pleasure in the overall development of
 - Students
 - Department
 - University

The Universe

For the purpose of this research, which was a case study, Bundelkhand and Jiwaji Universities were treated as sub-universe and the higher education sector as the total universe.

Sampling Unit & Sample Size

Since a census survey has been adopted for this research, therefore, all available and cooperative teachers of the Bundelkhand and Jiwaji Universities residential wing were interviewed. The following is the status of the availability of residential teachers at the two universities and the number of teachers from whom response was obtained :

Bundelkhand University			Jiwaji University	
	Actual	Responded	Actual	Responded
Professors	7	6	25	12
Regular Readers	12	11	28	16
Regular Lecturers	24	22	8	4
SFS Readers	8	6	N.A.	N.A.
SFS Lecturers	152	102	21	21

Statements were generated on the basis of the ranking of the responses by tabulating and analyzing the data. These statements facilitated assessment of the level of stress being experienced by residential teachers of both the universities, the potential sources of stress and the effects of stress.

Chapter -5

Analysis & Findings

ANALYSIS & FINDINGS

The data collected by interviewing faculty members of both the universities with the help of schedule enclosed as Annexure-A, was tabulated. This data along with the secondary data was analysed and interpreted using percentages and scales presented in Research Methodology (Chapter IV) of this research thesis, for :-

- i. measuring overall stress amongst faculty members,
- ii. the contribution of various factors towards their stress and
- iii. the impact of stress on their physiology and behavior.

At Bundelkhand University and Jiwaji University, all the three levels of teachers i.e. lecturers, readers and professors are employed as regular (permanent) staff. At Bundelkhand University both Readers and Lecturers are employed under SFS scheme whereas in Jiwaji University only lecturers are employed under SFS Scheme.

In the following analysis this characteristic of the two universities was taken into consideration and hence no information has been provided regarding Professors in Bundelkhand University and Readers & Professors in Jiwaji University under SFS category. For the purpose of analysis, data related to various issues was tabulated for Regular Lecturers, Readers and Professors respectively of both the universities and was compared. Similarly, data related to these issues was tabulated for SFS faculty members of both the universities for comparison. The tabulation and interpretation has been presented in the succeeding paragraphs using percentage.

The interpretations thus arrived by using percentages were also verified by applying the following scale for each factor which had the potential to contribute to stress of the faculty members.

The total number of faculty members contacted at BU were 148 and therefore the following scale was developed and applied to determine the contribution to stress by each factor:

Number of faculty members contacted at Bundelkhand University - 148
Maximum rating for a stress causing factor $148 \times 3 = 444$

Scale

0 - 111	Factor is Not a stressor At All (NA)
112 - 222	Factor is a stressor to Some Extent (SE)
223 - 333	Factor is a stressor to a Large Extent (LE)
334 - 444	Factor is a stressor to a Very Great Extent (VGE)

Similarly rating scale was developed, and applied to the data related to faculty members of Jiwaji University, as follows :

Number of faculty members contacted at Jiwaji University - 54
Maximum rating for a stress causing factor $54 \times 3 = 162$

Scale

0 - 41	Factor is Not a stressor At All (NA)
42 - 82	Factor is a stressor to Some Extent (SE)
83 - 123	Factor is a stressor to a Large Extent (LE)
124 - 162	Factor is a stressor to a Very Great Extent (VGE)

Q. 1. a. Satisfaction with the assigned subjects

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	23	59	18	0
Regular Readers	37	45	18	0
Professors	50	50	0	0

	VGE	LE	SE	NA
SFS Lecturers -	23	51	23	3
SFS Readers	43	57	0	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	75	25	0	0
Regular Readers	44	44	6	6
Professors	42	58	0	0

	VGE	LE	SE	NA
SFS Lecturers -	54	23	23	0
SFS Readers				

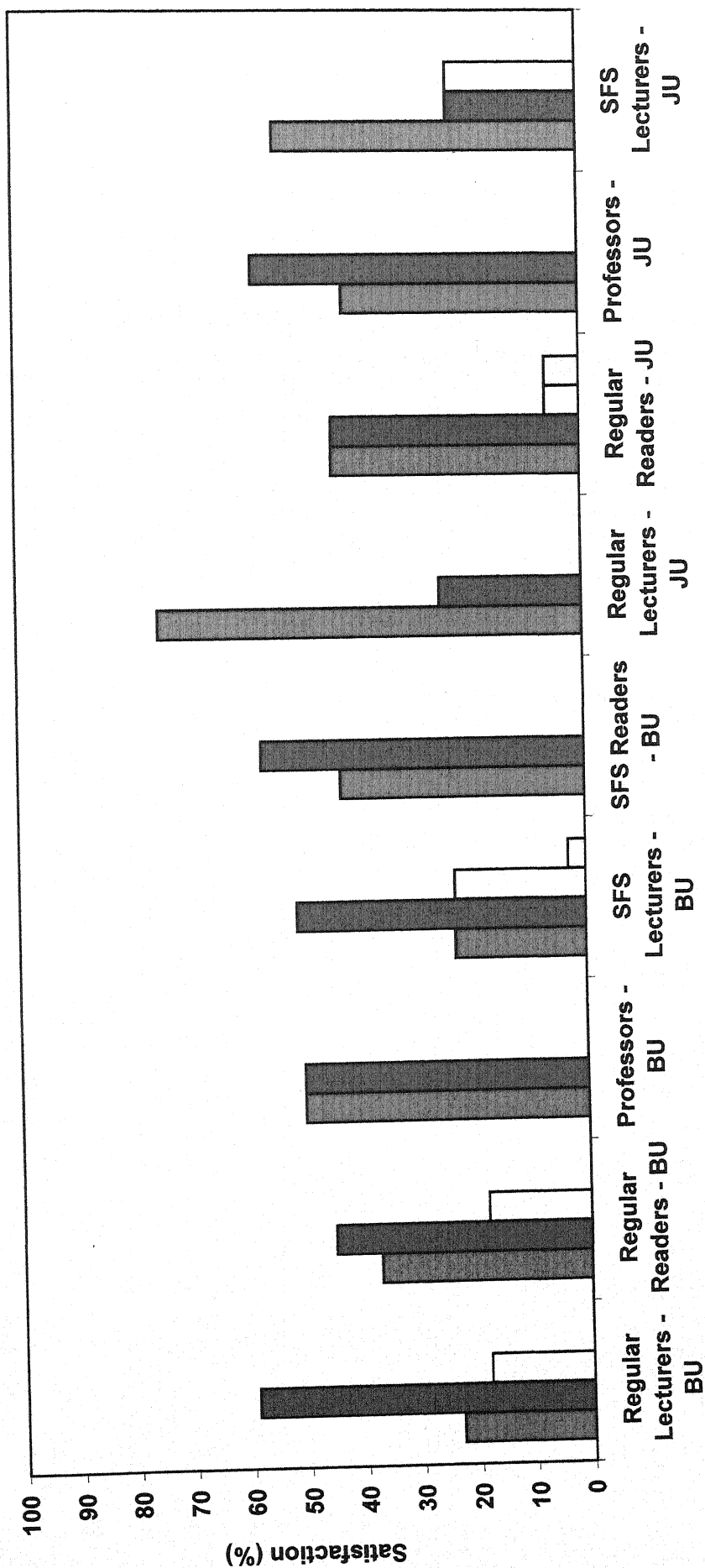
At Bundelkhand University 23% regular lecturers, 23% SFS lecturers, 37% regular readers, 43% SFS readers and 50% Professors were satisfied to a very great extent with the subjects assigned to them. 59% regular lecturers, 51% SFS lecturers, 45% regular readers, 57% SFS readers and 50% Professors were satisfied to a large extent. 18% Regular lecturers, 23% SFS lecturers and 18% regular Readers were not too enthusiastic about the subjects assigned to them.

At Jiwaji University 75% regular lecturers, 54% SFS lecturers, 44% regular readers, and 42% Professors informed that they were comfortable with the subject assigned to them to a great extent. 25% regular lecturers, 23% SFS lecturers, 44% regular readers and 58% Professors were satisfied to a large extent with the subjects. 6% regular Readers and 23% SFS lecturers were satisfied with the assignment of subject to some extent only. 6% regular readers were not satisfied at all about the subjects assigned to them.

The above mentioned data makes it evident that majority of the faculty members were comfortable with the subjects assigned to them and some of them were feeling stress on account of the subjects assigned to some extent.

Satisfaction with Assigned Subjects

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

SUBJECTS ASSIGNED

Bundelkhand University	Respondents	Rating	Finding
Regular Lecturers	22	21	The factor is a stressor to some extent
SFS Lecturers	102	109	The factor is a stressor to some extent
Regular Readers	11	9	The factor is not a stressor at all.
SFS Readers	7	4	The factor is not a stressor at all.
Professors	6	3	The factor is not a stressor at all.
Total	148	146	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	1	The factor is not a stressor at all.
SFS Lecturers	22	15	The factor is not a stressor at all.
Regular Readers	16	9	The factor is not a stressor at all.
Professors	12	7	The factor is not a stressor at all.
Total	54	32	Overall the factor is not a stressor at all.

Comparison between Bundelkhand University and Jiwaji University

From the above table it was evident that subjects assigned to faculty members at Bundelkhand University lead to overall stress to some extent amongst them whereas this factor did not cause stress to faculty members of Jiwaji University at all.

1. b. Satisfaction with the number of subjects assigned

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	9	50	32	9
Regular Readers	18	64	18	0
Professors	50	50	0	0

	VGE	LE	SE	NA
SFS Lecturers	11	57	27	5
SFS Readers	29	57	14	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	50	0	50
Regular Readers	31	50	13	6
Professors	33	59	8	0

	VGE	LE	SE	NA
SFS Lecturers	23	50	18	9
SFS Readers				

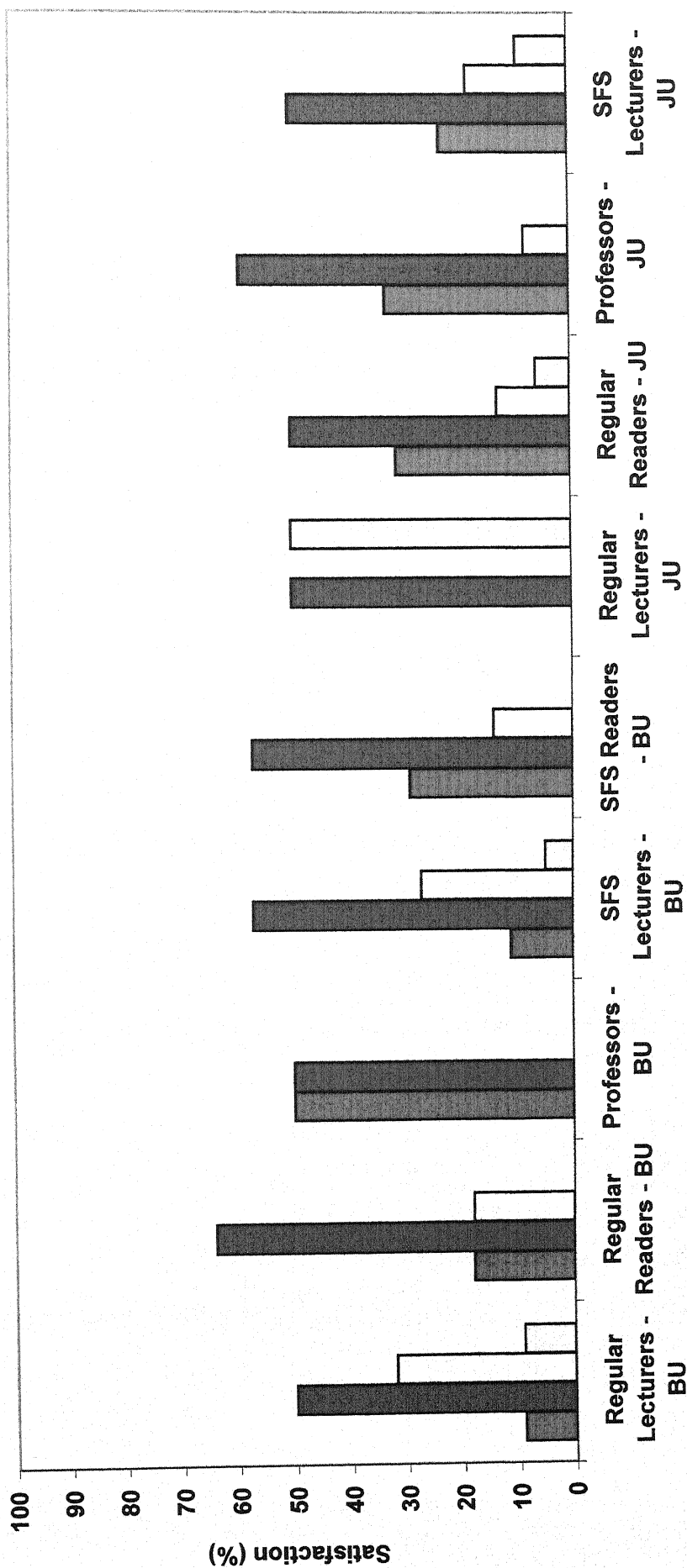
At Bundelkhand University the response was not so encouraging. Only 9% Regular lecturers, 11% SFS lecturers, 18% regular readers, 29% SFS readers and 50% professors were totally satisfied with the number of subjects assigned to them. 50% Regular lecturers, 57% SFS lecturers, 64% regular readers, 57% SFS readers and 50% professors were satisfied to a large extent with the number of subjects assigned to them. 32% regular lecturers, 27% SFS lecturers, 18% regular readers, 14% SFS readers did not respond positively. They were feeling over burdened and were not too happy with the teaching workload. It reflected that number of subjects was more than their capacity. The response of Readers – both Regular and SFS was more positive. The reason being, due to their administrative and departmental responsibilities they were not able to take classes and allocated their subjects to the lecturers. The Professors' response was the highest (50%) as most of them take only one or two subjects per semester. The greater number of subjects may be the cause of stress amongst lecturers.

At Jiwaji University, 0% regular lecturers, 23% SFS lecturers, 31% regular readers and 33% Professors were comfortable with the number of subjects to a great extent.

50% regular lecturers, 50% SFS lecturers, 50% regular readers and 59% professors said that they were comfortable with the number of subjects to a large extent. 13% regular readers, 18% SFS lecturers and 8% professors were not too happy. But 50% regular lecturers and 9% SFS lecturers were not satisfied at all with the number of subjects assigned to them. They said they feel stressed due to over burden of teaching.

Satisfaction with Number of Subjects Assigned

■ VGE ■ LE □ SE □ NA



The reason for assigning more subjects to the lecturers was that the Professors and Readers were more involved in administrative and coordinative duties and they were not able to devote much time to teach and counsel the students.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

NUMBER OF SUBJECTS ASSIGNED

Bundelkhand University	Respondents	Rating	Finding
Regular Lecturers	22	31	The factor is a stressor to some extent
SFS Lecturers	102	129	The factor is a stressor to some extent
Regular Readers	11	11	The factor is a stressor to some extent
SFS Readers	7	6	The factor is a stressor to some extent
Professors	6	3	The factor is not a stressor at all.
Total	148	180	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to a large extent
SFS Lecturers	22	25	The factor is a stressor to some extent
Regular Readers	16	15	The factor is a stressor to some extent
Professors	12	9	The factor is not a stressor at all.
Total	54	57	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

The number of subjects assigned to faculty members was overall a stressor to some extent in both the universities. It was observed that level of comfort regarding number of subjects assigned at Jiwaji University was quite low in regular lecturers as compared to Bundelkhand University. Even some regular readers and professors were not comfortable with the number of subjects assigned to them, reason being that the number of faculty members was quite less. Even at Bundelkhand University some regular lecturers and readers were not so comfortable with the subjects assigned to them. It could be due to the fact that the university had started various SFS courses in its campus and the subject assigned to the regular lecturers & readers had increased considerably.

1. c. Satisfaction with the Timings of Classes

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	14	55	27	5
Regular Readers	27	45	27	0
Professors	17	67	17	0

	VGE	LE	SE	NA
SFS Lecturers -	16	41	39	4
SFS Readers	29	43	29	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	75	25	0
Regular Readers	31	44	25	0
Professors	25	67	8	0

	VGE	LE	SE	NA
SFS Lecturers -	41	27	27	5
SFS Readers				

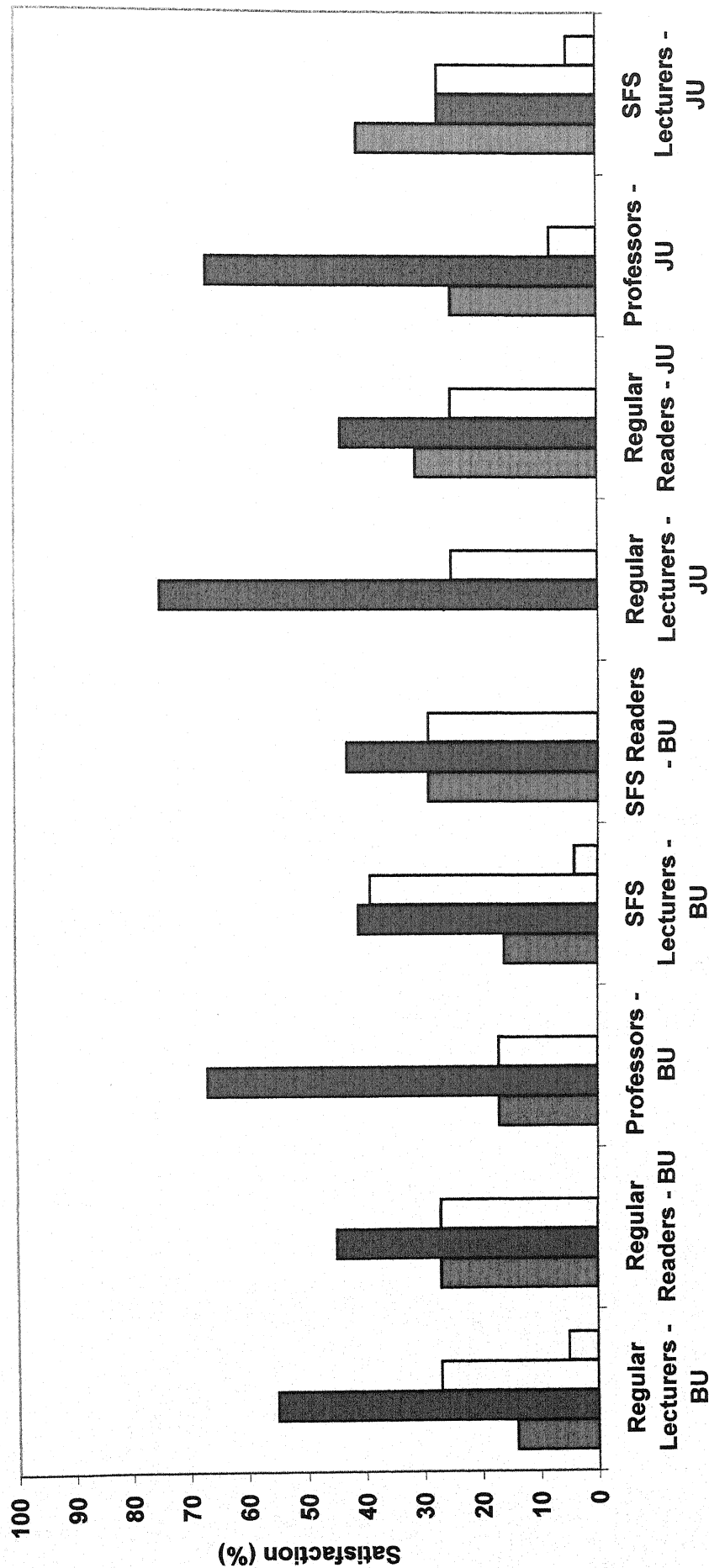
At Bundelkhand University 14% regular lecturers, 16% SFS lecturers, 25% regular readers, 29% SFS readers and 17% professors were happy with the timings of their classes to a great extent. 55% regular lecturers, 41% SFS lecturers, 45% regular readers, 43% SFS readers and 67% professors said that they were comfortable with the timings of the classes to a large extent. But 27% regular lecturers, 39% SFS lecturers, 27% regular readers, 29% SFS readers and 17% professors were not too comfortable with the timings of the classes. 5% regular lecturers and 4% SFS lecturers were not comfortable at all.

Due to paucity of classrooms and large number of courses the schedule of classes was to split into morning and afternoon shifts resulting into a 9 a.m. to 5 p.m. job for some teachers. This left less time for these faculty members for self-study or preparation of teaching material, which was creating stress amongst them.

At Jiwaji University 0% regular lecturer, 41% SFS lecturers, 31% regular readers and 25% professors were happy with the timings of the classes to a great extent. 75% regular lecturers, 27% SFS lecturers, 44% regular readers and 67% professors said they were comfortable with the timings of the classes to a large extent. 5% regular lecturers, 27% SFS lecturers, 25% regular readers and 8% professors were not too happy with the timings of the classes. 5% SFS lecturers said that they were not happy at all with the timings of the classes. The reason being that the number of the subjects was more than their capacity and they had to come early or teach till evening. This created work stress as they were not left with much time for self study, lesson planning, research, writing work and other routine chores.

Satisfaction with the Timings of Classes

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

TIMING OF CLASSES

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	27	The factor is a stressor to some extent
SFS Lecturers	102	134	The factor is a stressor to some extent
Regular Readers	11	11	The factor is a stressor to some extent
SFS Readers	7	7	The factor is a stressor to some extent
Professors	6	6	The factor is a stressor to some extent
Total	148	185	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	5	The factor is a stressor to some extent
SFS Lecturers	22	21	The factor is a stressor to some extent
Regular Readers	16	15	The factor is a stressor to some extent
Professors	12	10	The factor is not a stressor at all.
Total	54	51	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji Univeristy

It was observed that the response was more or less similar in both universities indicating that class timings were contributing to stress to some extent. The number of courses and students was more in Bundelkhand University as compared to Jiwaji University. Therefore the faculty members at Bundelkhand University were facing more discomfort than Jiwaji University.

1. d. Satisfaction with the Students' Quality

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	32	50	18
Regular Readers	0	36	64	0
Professors	0	67	33	0

	VGE	LE	SE	NA
SFS Lecturers -	15	28	46	11
SFS Readers	14	29	57	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	0	50	25
Regular Readers	6	25	44	25
Professors	8	8	75	9

	VGE	LE	SE	NA
SFS Lecturers	14	32	41	13
SFS Readers				

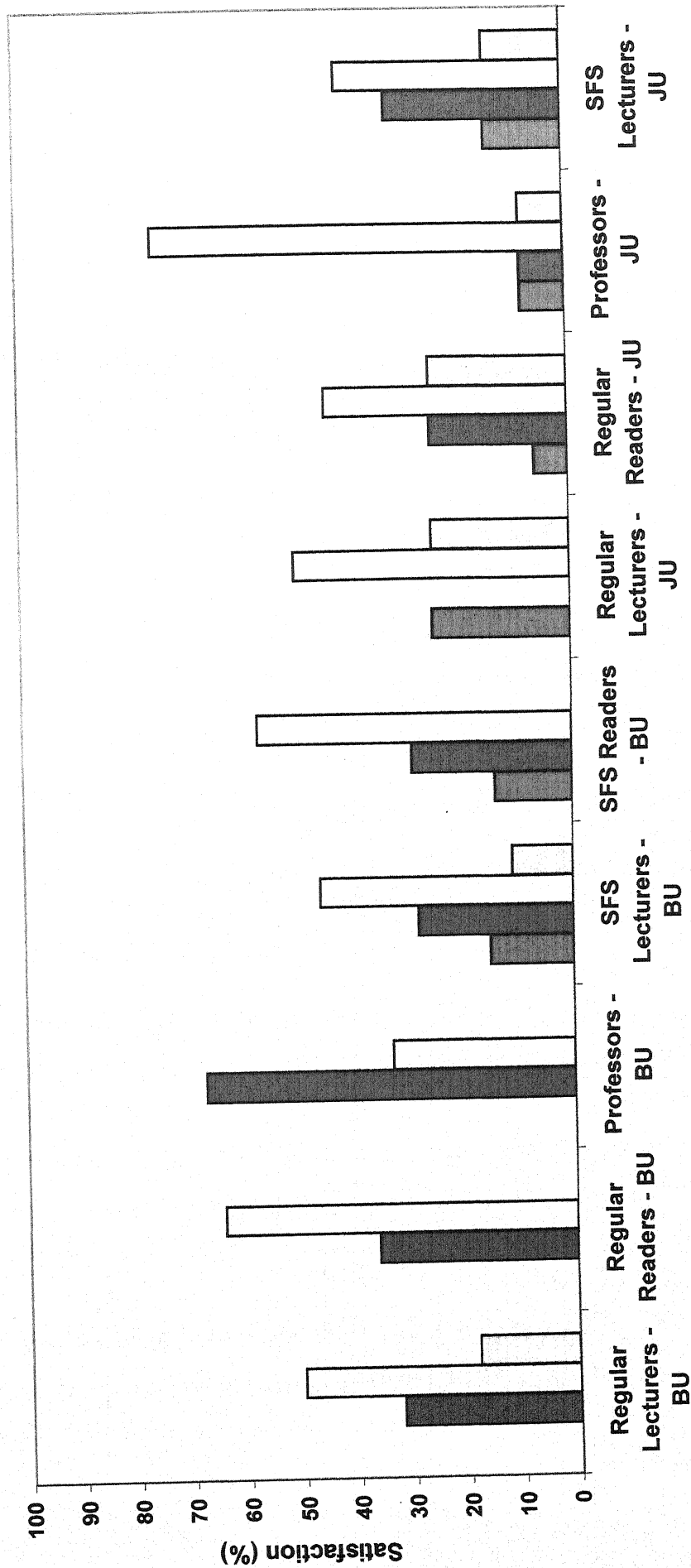
In Bundelkhand University as far as students' quality is concerned, the responses were not too positive. 32% regular lecturers, 28% SFS lecturers, 36% regular readers, 29% SFS readers and 67% professors were satisfied to a large extent. Only 15% SFS lecturers and 14% SFS readers were happy to a great extent. This may be due to the fact that in some departments like Engineering & Technology, Management etc. students come through State level competitive exams. 50% regular lecturers, 46% SFS lecturers, 64% regular readers, 57% SFS readers and 33% professors said that they were satisfied with the quality of students to some extent. 18% regular lecturers and 11% SFS lecturers expressed their total discontent on the quality of students.

The reason for poor quality of students is their poor school background as most of them come from remote backward areas of Bundelkhand and small towns. It has been observed that the meritorious students of the region go to metro and other cities for admission in private institutes and the average students who are not able to get admission elsewhere opt for state universities. The poor educational background and weak foundation of the students results into multifarious problems for the faculty.

Same is the case with Jiwaji University. Only 25% regular lecturers, 14% SFS lecturers, 6% regular readers and 8% professors were happy with the students quality to a great extent. The percentage was too low despite the fact that in some professional courses like engineering and management, students come through

Satisfaction with the Quality of Students

■ VGE ■ LE □ SE □ NA



state level competitive entrance exams. 25% regular readers, 32% SFS lecturers and 8% professors said that they were satisfied with quality of students to a large extent. 50% regular lecturers, 41% SFS lecturers, 44% regular readers and 75% professors responded that they were satisfied with students quality to some extent only. 25% regular lecturers, 13% SFS lecturers, 25% readers, and 8% professors were not at all satisfied with the quality of students. The responses were not too optimistic.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

STUDENTS' QUALITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	41	The factor is a stressor to large extent
SFS Lecturers	102	156	The factor is a stressor to some extent
Regular Readers	11	18	The factor is a stressor to large extent
SFS Readers	7	10	The factor is a stressor to some extent
Professors	6	8	The factor is a stressor to some extent
Total	148	233	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	34	The factor is a stressor to some extent
Regular Readers	16	30	The factor is a stressor to large extent
Professors	12	22	The factor is a stressor to large extent
Total	54	93	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Poor quality of students was contributing to overall stress amongst the faculty members of both the universities to a large extent. It was observed that though the response on students' quality was almost similar, the dissatisfaction in Jiwaji University was felt more by the faculty members at all levels. The Professors at Jiwaji University were more dissatisfied than the Professors at Bundelkhand University. At Bundelkhand University more readers and lecturers expressed their dissatisfaction since they were interacting with students more as compared to the Professors who were not taking classes regularly due to their administrative duties.

1.e. Satisfaction with other departmental responsibilities

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	14	27	50	9
Regular Readers	9	73	18	0
Professors	33	33	33	0

	VGE	LE	SE	NA
SFS Lecturers -	12	36	32	20
SFS Readers	14	43	14	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	50	25
Regular Readers	13	31	50	6
Professors	8	50	25	17

	VGE	LE	SE	NA
SFS Lecturers -	18	14	41	27
SFS Readers				

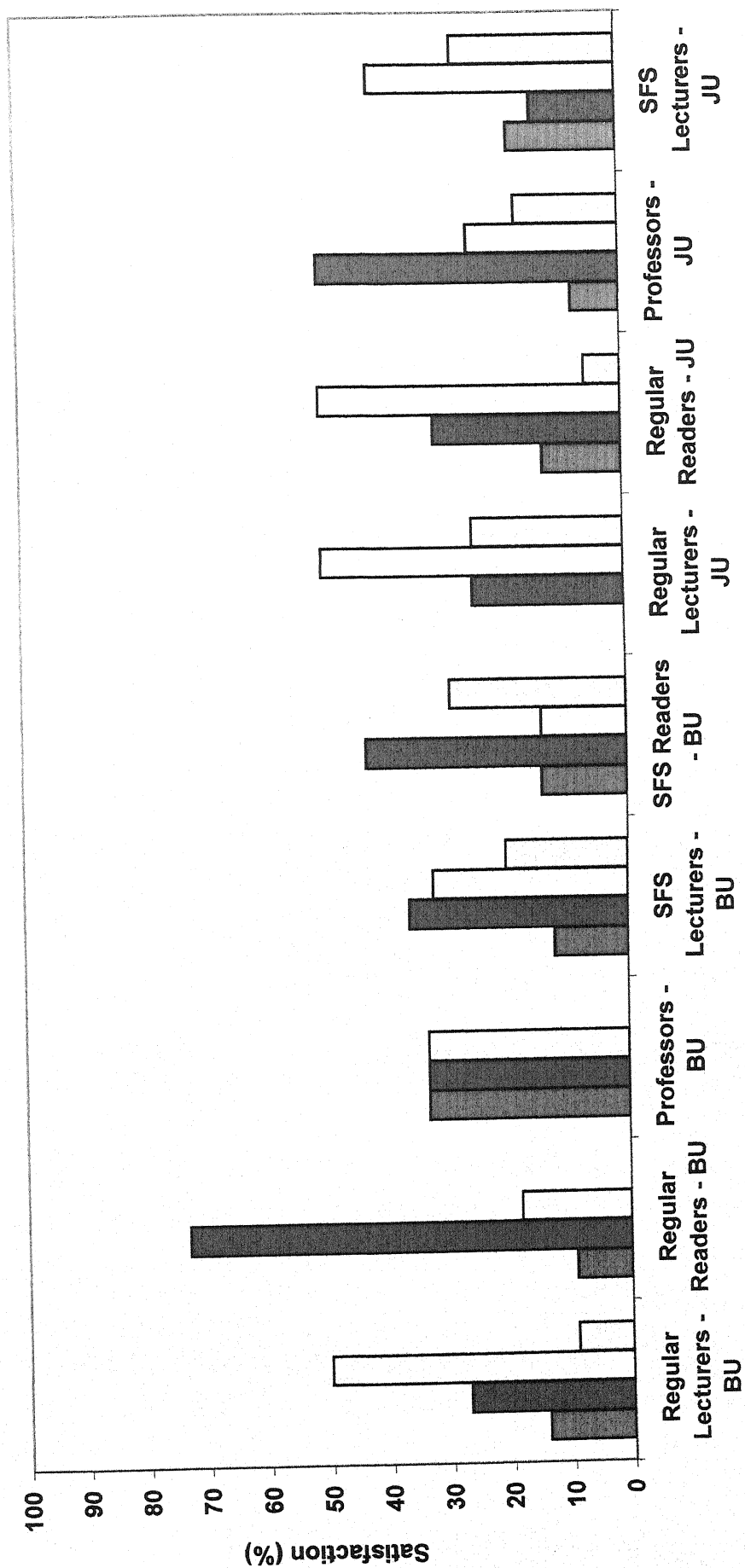
At Bundelkhand University 14% regular lecturers, 12% SFS lecturers, 9% regular readers, 14% SFS readers and 33% professors gave positive response that they were comfortable with the other departmental responsibilities to a great extent. 27% regular readers, 36% SFS lecturers, 73% regular readers, 43% SFS readers and 33% professors were comfortable to a large extent. 50% regular readers, 32% SFS lecturers, 18% regular readers, 14% SFS readers and 33% professors were not too comfortable with the departmental responsibilities. 9% regular readers, 20% SFS lecturers, and 29% SFS readers were not at all comfortable with the departmental responsibilities.

The responses reflected that majority of regular as well as SFS lecturers, and SFS readers were not comfortable with the departmental responsibilities as it killed their academic hours. But the regular readers were too much comfortable with the departmental responsibilities. It may be due to the reason that this gives them opportunity to be close with the administrative authorities. The professors being the HODs were comfortable with the departmental responsibilities.

At Jiwaji University no regular lecturers, 18% SFS lecturers, 13% regular readers and 8% professors replied that they were comfortable with the other departmental responsibilities assigned to them to a great extent. 25% regular lecturers, 14% SFS lecturers, 31% regular readers and 50% professors reported that they were comfortable to a large extent. 50% regular lecturers, 41% SFS lecturers, 50% regular readers and 25% professors were not too happy on this aspect. 25% regular

Satisfaction with Other Departmental Responsibilities

■ VGE ■ LE □ SE □ NA



lecturers, 27% SFS lecturers, 6% regular readers and 17% professors were not happy at all with the burden of departmental responsibilities assigned to them.

The reasons were almost same as Bundelkhand University. The majority of lecturers were not happy with the situation as the additional departmental responsibilities reduced their academic hours. Majority of readers were also not satisfied. The Professors being HODs had to perform the administrative as well as academic role. Therefore discontentment was not much on this aspect amongst them.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

DEPARTMENTAL RESPONSIBILITIES

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	34	The factor is a stressor to some extent
SFS Lecturers	102	163	The factor is a stressor to large extent
Regular Readers	11	12	The factor is a stressor to some extent
SFS Readers	7	11	The factor is a stressor to some extent
Professors	6	6	The factor is a stressor to some extent
Total	148	226	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	39	The factor is a stressor to large extent
Regular Readers	16	24	The factor is a stressor to some extent
Professors	12	18	The factor is a stressor to some extent
Total	54	89	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji Univeristy

From the above table it can be observed that assignment of departmental responsibilities at both the universities was leading to stress. It was observed that the faculty members at Jiwaji University were feeling more uncomfortable with the departmental responsibilities than Bundelkhand University. It could be due to the comparatively less number of faculty members at Jiwaji University. Some of the regular lecturers and readers at Jiwaji University were coordinating more than two courses introduced under SFS stream and also seemed to be more concerned about their academic contribution and development rather than other departmental responsibilities.

1. f. Satisfaction with University's Official /Bureaucratic Procedures

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	9	18	59	14
Regular Readers	18	45	36	0
Professors	17	50	33	0

	VGE	LE	SE	NA
SFS Lecturers -	13	25	49	13
SFS Readers	29	29	14	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	0	50	25
Regular Readers	13	25	38	25
Professors	8	50	17	25

	VGE	LE	SE	NA
SFS Lecturers -	9	18	45	27
SFS Readers				

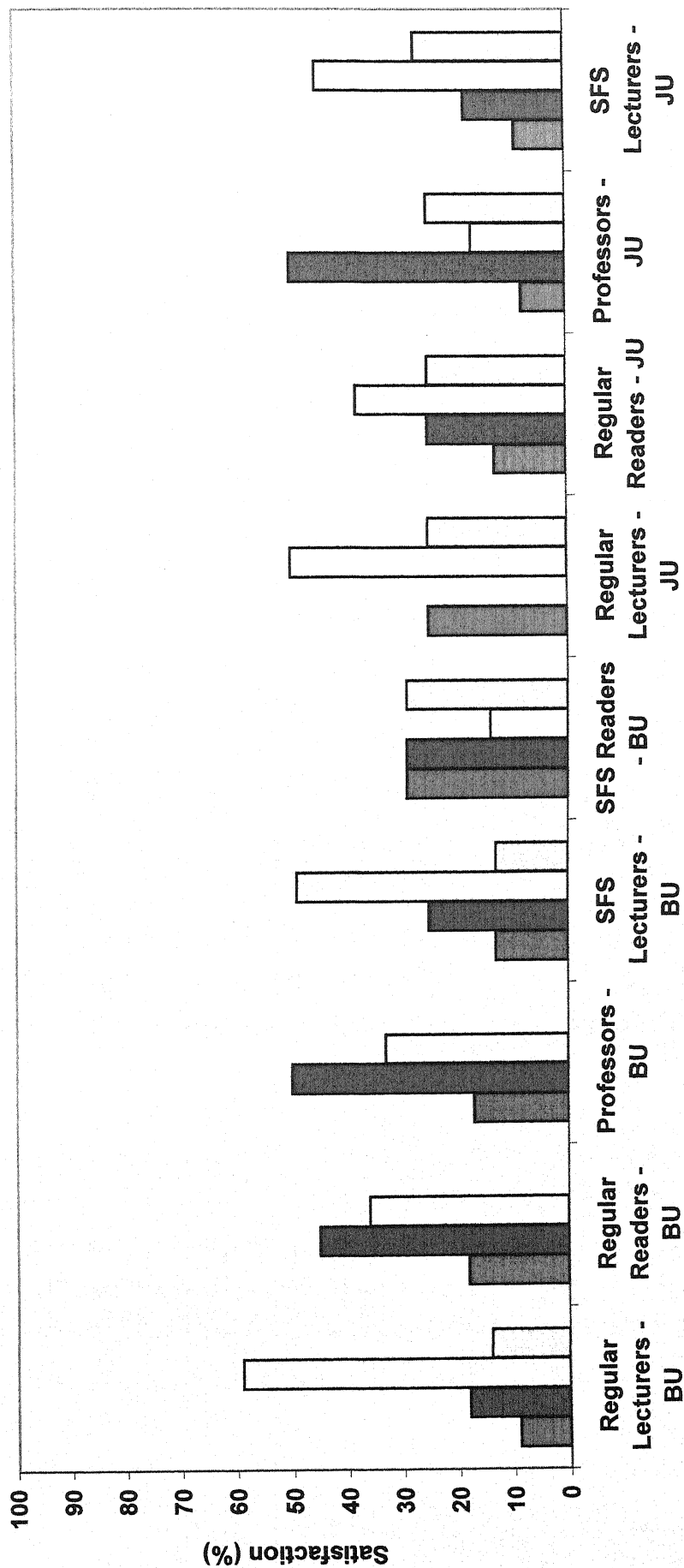
At Bundelkhand University only 9% regular lecturers, 13% SFS lecturers, 18% regular readers, 25% SFS readers and 17% professors were comfortable with the official / bureaucratic procedures to a great extent. 18% regular lecturers, 25% SFS lecturers, 45% regular readers, 29% SFS readers and 50% professors were comfortable with the official / bureaucratic procedures of the university to a large extent. 59% regular lecturers, 49% SFS lecturers, 36% regular readers, 14% SFS readers and 50% professors were not too happy with the official / bureaucratic procedures. 14% regular lecturers, 13% SFS lecturers and 29% SFS readers were not comfortable at all with the University's official/bureaucratic procedures.

It was observed that the dissatisfaction amongst faculty members was due to the inertia prevailing in the clerical staff working in the teaching departments and University's administrative block. The lecturers had to go from pillar to post to move their departmental files for matters of purchase, requisition for material, floating the tenders, grants, projects and so on. The indifferent and non-cooperative attitude of the dealing clerks added to the work stress. The old teaching faculty (regular readers and professors) though some times did not face too much resistance due to their acquaintance and approach but the SFS lecturers and coordinators were the victims of this resistance. The frequent visits due to official works to the administrative building and the arrogant non-cooperative approach of the concerned staff members, contributed to stress.

At Jiwaji University, 25% regular lecturers, 9% SFS lecturers, 13% readers and 8% professors informed that they were comfortable with the official / bureaucratic

Satisfaction with University's Bureaucratic Procedures

■ VGE ■ LE □ SE □ NA



procedures of the University to a very great extent. 25% regular readers, 18% SFS lecturers and 50% professors said that they were comfortable with the official / bureaucratic procedures to a large extent. But 50% regular lecturers, 18% SFS lecturers, 38% regular readers and 17% professors were not too happy with the official/ bureaucratic procedures. 25% regular lecturers, 27% SFS lecturers, 25% regular readers and 25% professors were not at all comfortable with the official /bureaucratic procedures of the University.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

UNIVERSITY'S OFFICIAL/BUREAUCRATIC PROCEDURES

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	39	The factor is a stressor to large extent
SFS Lecturers	102	165	The factor is a stressor to large extent
Regular Readers	11	13	The factor is a stressor to some extent
SFS Readers	7	10	The factor is a stressor to some extent
Professors	6	7	The factor is a stressor to some extent
Total	148	234	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	42	The factor is a stressor to large extent
Regular Readers	16	28	The factor is a stressor to large extent
Professors	12	19	The factor is a stressor to some extent
Total	54	96	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji Univeristy

From the above data it was observed that at both the universities, the official /bureaucratic procedures were causing stress amongst the faculty members to a large extent. Though the response was more or less the same, but the dissatisfaction was perceived differently at both the universities. At Jiwaji University the faculty members felt that the frequent visits to administrative office affect their productive academic hours adversely. The attitude of the administrative staff at Jiwaji University was not so rigid and indifferent as at Bundelkhand University. Being an old university, the norms and regulations were generally followed properly in movement of files and decision making to a large extent but still it seemed that the inevitable slow movement of files was a cause of stress.

1.g. Satisfaction with the Equipment & facilities provided :

(Response in %)

Bundelkhand University					Jiwaji University				
	VGE	LE	SE	NA		VGE	LE	SE	NA
Regular Lecturers	0	23	41	36	Regular Lecturers	0	50	50	0
Regular Readers	9	18	64	9	Regular Readers	13	31	38	19
Professors	0	33	50	17	Professors	17	42	33	8
	VGE	LE	SE	NA		VGE	LE	SE	NA
SFS Lecturers -	2	12	36	50	SFS Lecturers -	14	27	41	18
SFS Readers	0	14	71	14	SFS Readers				

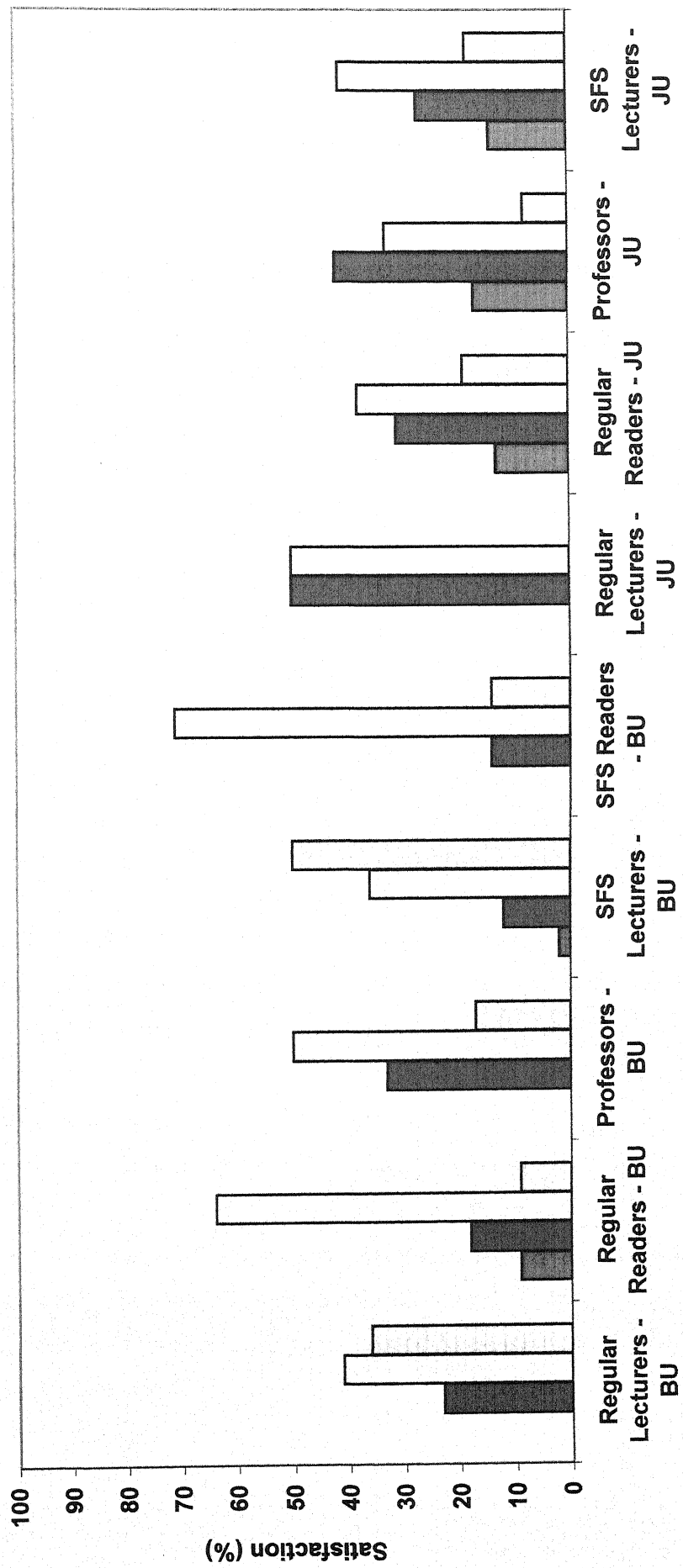
At Bundelkhand University no regular lecturer, 2% SFS lecturers, 9% regular readers, no SFS reader and professors were satisfied with the availability of equipments and facilities at their respective departments and institutes. Only 23% regular lecturers, 12% SFS lecturers, 18% regular readers, 14% SFS Readers and 33% professors were satisfied to a large extent on the availability of facilities and equipments. 41% regular lecturers, 36% SFS lecturers, 64% regular readers, 71% SFS readers and 50% professors said that the equipments and facilities were not properly available and they were not happy about the situation. 36% regular lecturers, 50% SFS lecturers, 9% regular readers, 14% SFS readers, and 17% professors informed that they were not at all satisfied with the availability of facilities and equipments like computers, OHPs, internet lab, chemicals, glassware etc. The situation of the regular as well as SFS readers and professors was almost same. Infrastructural problems like regular long power cuts, irregular water supply, scarcity of inter-net terminals, and slow speed of Inter-net further aggravated the problem.

The situation in Jiwaji University was slightly better in comparison to BU. 13% regular readers, 14% SFS lecturers and 17% professors said that they were satisfied with the equipment and facilities to a great extent. 50% regular lecturers, 27% SFS lecturers, 31% regular readers and 42% professors were satisfied to a large extent. 50% regular lecturers, 38% regular readers, 41% SFS lecturers and 33% professors were not too satisfied with the facilities. 18% SFS lecturers, 19% readers and 8% professors were not at all satisfied with the equipment and facilities in their departments.

The major source of funds of Jiwaji University was the State Govt. grant. The SFS courses introduced in recent years were quite less in comparison to BU. The University

Satisfaction with Equipments and Facilities Provided for Teaching

■ VGE ■ LE □ SE □ NA



was old and well established and labs were well established. The reason for dissatisfaction might be due to increased number of faculty with the introduction of SFS courses. The existing set up was not able to meet the requirement of growing number of faculty members. The labs need to be upgraded and expanded according to the growing number of students, research scholars and faculty members. The number of courses, faculty members and students were increasing every year and the equipments and facilities were not sufficient to meet the increased demand.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

EQUIPMENTS AND FACILITIES PROVIDED

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	47	The factor is a stressor to large extent
SFS Lecturers	102	239	The factor is a stressor to a very great extent
Regular Readers	11	19	The factor is a stressor to large extent
SFS Readers	7	14	The factor is a stressor to large extent
Professors	6	11	The factor is a stressor to large extent
Total	148	330	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	6	The factor is a stressor to some extent
SFS Lecturers	22	36	The factor is a stressor to large extent
Regular Readers	16	26	The factor is a stressor to large extent
Professors	12	16	The factor is a stressor to some extent
Total	54	84	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji Univeristy

Although availability of equipments and facilities was causing overall stress amongst the faculties of both universities to large extent, it was observed that the satisfaction level at Jiwaji University was better than Bundelkhand University. The reason could be Jiwaji University was older than Bundelkhand University. The labs were well-established with the required equipments. The access to the equipment and facilities was better at Jiwaji University as the number of faculty members had not increased considerably. The number of courses, students and consequently faculty had increased considerably at Bundelkhand University since 2000 with the introduction of SFS courses. The facilities and equipments needed to be enhanced with the growing number of faculty members.

1. h. Satisfaction with commutation to and from the University

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	5	27	55	13
Regular Readers	18	18	55	9
Professors	17	33	50	0

	VGE	LE	SE	NA
SFS Lecturers -	2	19	57	23
SFS Readers	0	29	57	14

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	75	0
Regular Readers	38	25	31	6
Professors	25	42	8	25

	VGE	LE	SE	NA
SFS Lecturers -	14	18	45	23
SFS Readers				

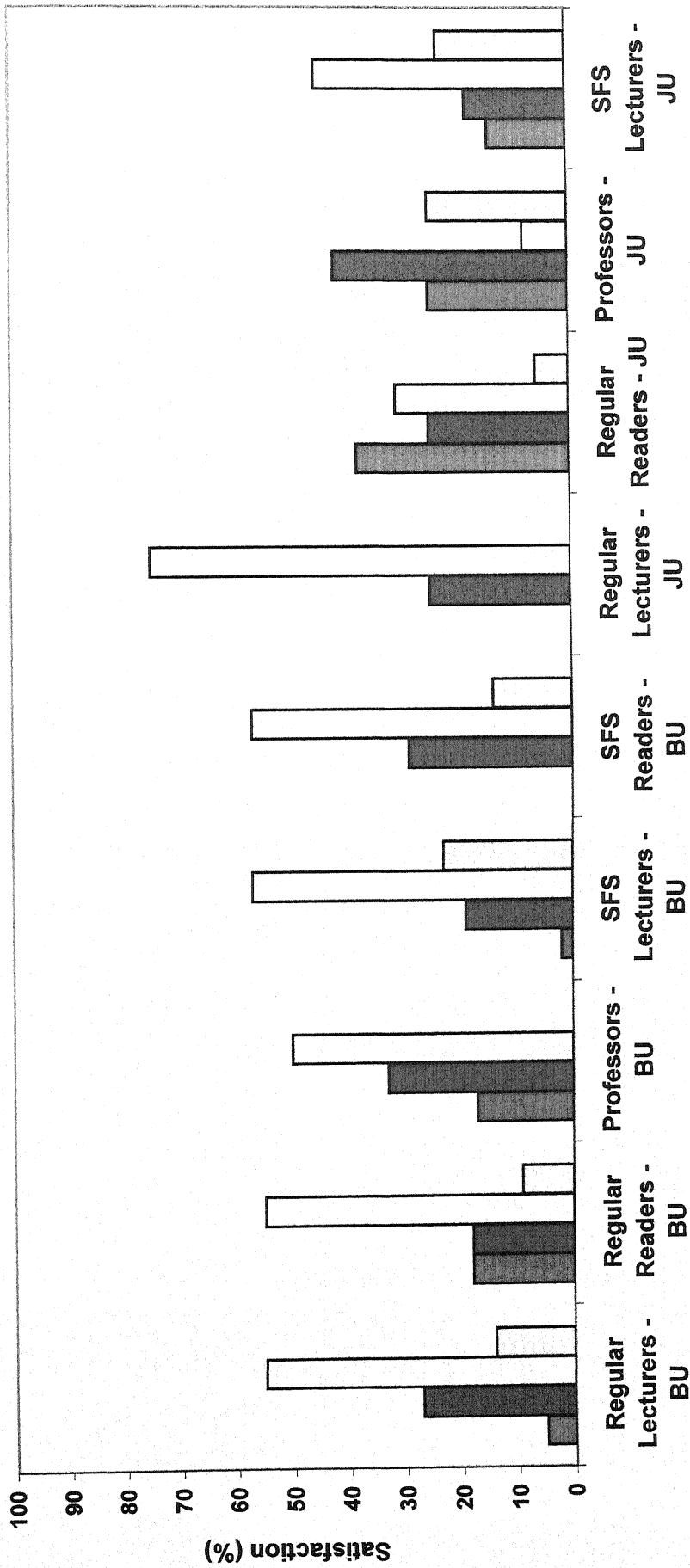
At Bundelkhand University, as per 5% regular lecturers, 2% SFS lecturers, 18% regular readers and 17% professors, commuting to and from University was comfortable to a very great extent. 27% regular lecturers, 19% SFS lecturers, 18% regular readers, 29% SFS readers and 33% professors said that to a large extent commuting to work was comfortable. 55% regular lecturers, 57% SFS lecturers, 55% regular readers, 57% SFS readers and 50% professors were not too satisfied on this aspect. 14% regular lecturers, 23% SFS lecturers, 9% regular readers and 14% SFS readers were not comfortable at all while commuting to and from the university.

Though Jhansi was not a city of long distances, the University was situated on the high way which was mostly crowded by trucks and roadways buses. The University did not provided accommodation for all staff members. Only HODs and some regular professors, readers, lecturers and administrative staff were provided with residential facilities within university campus. It became a tedious job for most of the faculty members to commute from various parts of Jhansi by facing the heavy traffic during the morning and evening rush hours on the highway.

At Jiwaji University as per 14% SFS lecturers, 38% regular readers and 25% professors commuting to university was comfortable to a very great extent. 25% regular lecturers, 18% SFS lecturers, 25% readers and 42% professors said that commuting to and from work was comfortable for them to a large extent. 75% regular lecturers, 45% SFS lecturers, 31% readers and 8% professors were not so positive in their response and said that commuting to work is comfortable to some

Satisfaction in Commuting to and from University

■ VGE ■ LE □ SE □ NA



extent only. 6% readers, 23% SFS lecturers and 25% professors informed that commuting was not comfortable at all for them.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

COMMUTATION TO AND FROM THE UNIVERSITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	39	The factor is a stressor to large extent
SFS Lecturers	102	203	The factor is a stressor to large extent
Regular Readers	11	17	The factor is a stressor to some extent
SFS Readers	7	13	The factor is a stressor to large extent
Professors	6	8	The factor is a stressor to some extent
Total	148	280	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	33	The factor is a stressor to some extent
Regular Readers	16	17	The factor is a stressor to some extent
Professors	12	17	The factor is a stressor to some extent
Total	54	74	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji Univeristy

From the data it is observed that at Bundelkhand University commutation to and from the university caused overall stress amongst the faculty members to a large extent whereas at Jiwaji University the commutation was causing stress to some extent only. Like Bundelkhand University, Jiwaji University also did not provide accommodation in its residential campus for all staff members. Though traffic in city was also much and commuting during the morning and evening peak hours was quite hectic, but the location of the university is better than Bundelkhand University which is on the highway.

a. Status of cordial relations with the Vice Chancellor

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	14	18	50	18
Regular Readers	9	45	45	0
Professors	33	33	33	0

	VGE	LE	SE	NA
SFS Lecturers -	19	22	46	14
SFS Readers	43	14	14	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	50	25
Regular Readers	13	38	38	13
Professors	25	58	17	0

	VGE	LE	SE	NA
SFS Lecturers	9	14	27	50
SFS Readers				

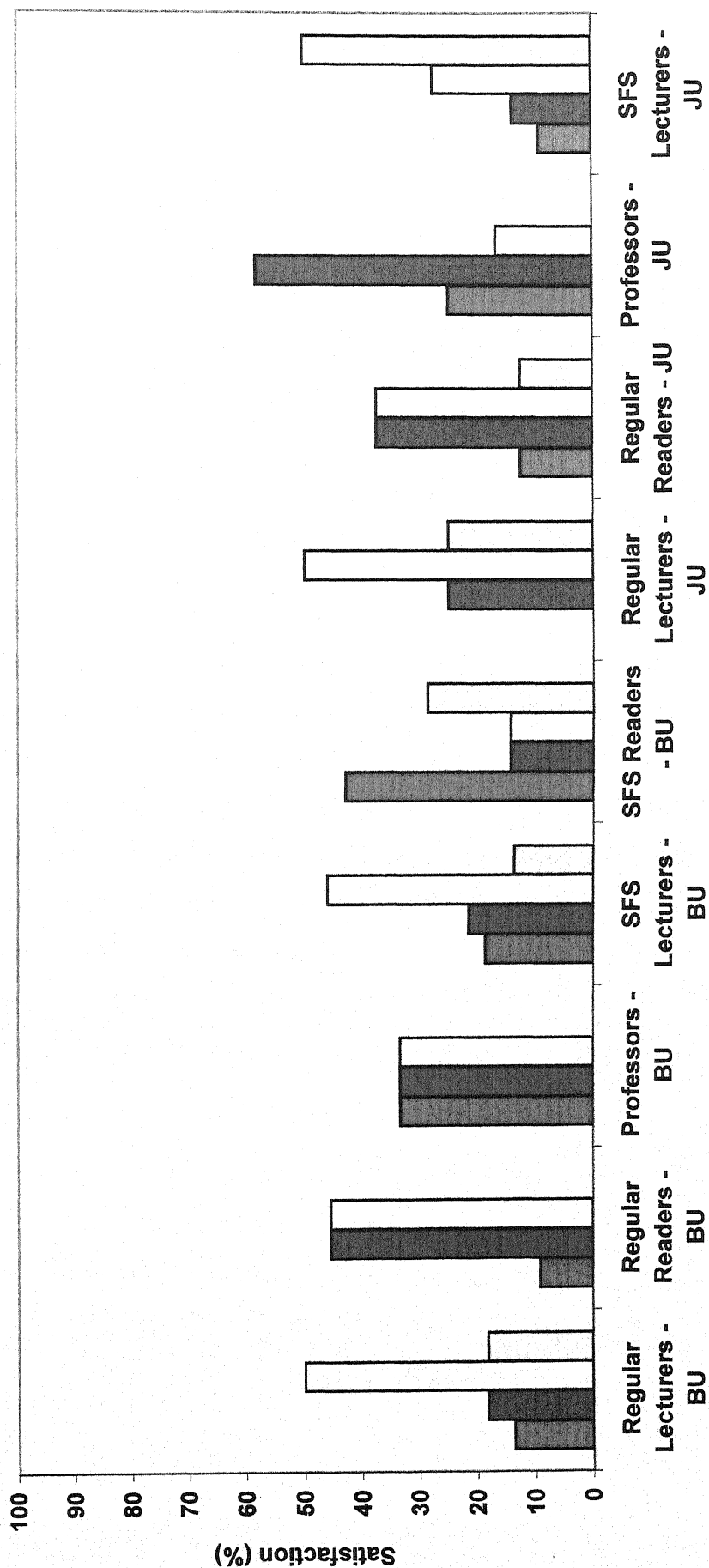
At Bundelkhand University 14% regular lecturers, 19% SFS lecturers, 9% regular readers, 43% SFS readers and 9% professors said that they were sharing cordial relations with the Vice Chancellor to a very great extent. 18% regular lecturers, 22% SFS lecturers, 45% regular readers, 14% SFS readers and 33% professors said that their relations with the Vice Chancellor were cordial to a large extent. 50% regular lecturers, 46% SFS lecturers, 45% regular readers, 14% SFS readers and 33% professors were not very positive on this aspect.

The University had undergone a major administrative reshuffle during the period of this research. The new Vice Chancellor as well as the Registrar had joined recently and it was a transition phase. The faculty members were not much aware of the working style of the new head and therefore they maybe having apprehensions, resulting in stress.

At Jiwaji University 0% regular lecturers, 9% SFS lecturers, 13% readers and 25% professors reported having cordial relations with the Vice Chancellor to a great extent. 25% regular lecturers, 14% SFS lecturers, 38% readers and 58% professors said that their relations with the VC were cordial to a large extent. 50% regular lecturers, 27% SFS lecturers, 38% readers and 17% professors did not show too much enthusiasm while responding to the schedule. 25% regular lecturers, 50% SFS lecturers and 13% readers either did not comment on the question or were not having any cordial relation with the VC.

Status of Relations with the Vice Chancellor

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

CORDIAL RELATIONS WITH THE VICE CHANCELLOR

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	38	The factor is a stressor to large extent
SFS Lecturers	102	158	The factor is a stressor to some extent
Regular Readers	11	15	The factor is a stressor to some extent
SFS Readers	7	13	The factor is a stressor to large extent
Professors	6	6	The factor is a stressor to some extent
Total	148	230	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	48	The factor is a stressor to large extent
Regular Readers	16	24	The factor is a stressor to some extent
Professors	12	11	The factor is a stressor to some extent
Total	54	91	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji Univeristy

The data suggests that the relations of the faculty members with the Vice Chancellor caused overall stress amongst them to a large extent in both the universities. Incidentally at the time of data collection for the research, there was a major reshufflement in the administration of both the universities as new Vice Chancellor as well as registrars had joined. So the universities were going through transitional phase of administrative change. As a result most of the faculty members were not too clear on this point. This may be the major reason for higher negative response on this issue and resulting stress.

2. b. Status of cordial relations with HOD

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	18	50	27	5
Regular Readers	45	27	27	0
Professors	-	-	-	-

	VGE	LE	SE	NA
SFS Lecturers -	21	42	28	9
SFS Readers	57	43	0	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	0	50	25
Regular Readers	19	50	13	19
Professors	17	50	17	17

	VGE	LE	SE	NA
SFS Lecturers	55	27	18	0
SFS Readers				

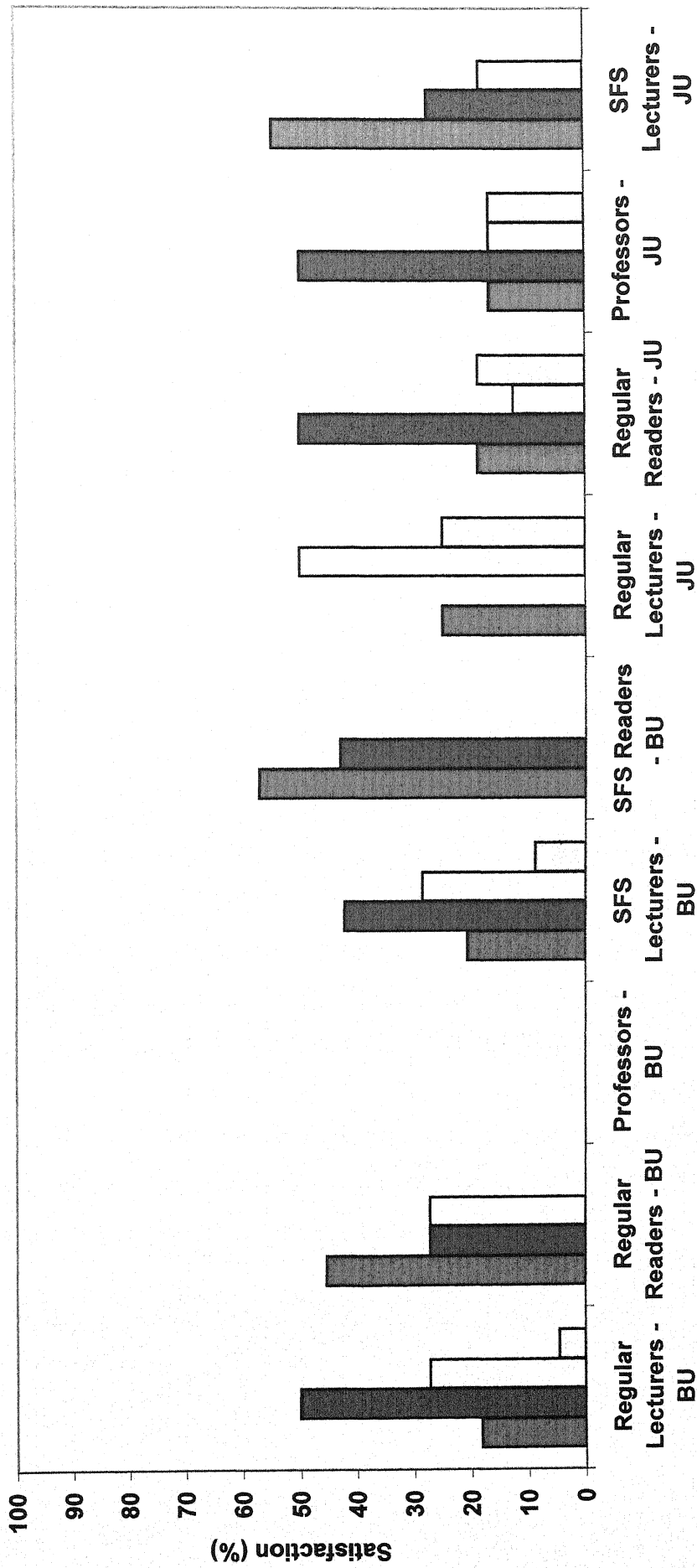
In Bundelkhand University 18% regular lecturers, 21% SFS lecturers, 45% regular readers and 57% SFS readers reported having very cordial relations with their HODs. 50% regular readers, 42% SFS lecturers, 27% regular readers and 43% SFS readers informed that they had cordial relations with their HODs to a large extent. 27% regular lecturers, 28% SFS lecturers and 27% regular readers did not respond in too optimistic way. 5% regular lecturers and 9% SFS lecturers were not having cordial relations with their HODs at all. Except one, all Professors are HOD, therefore data is not available on this aspect.

Though majority of the faculty members were enjoying cordial relations with their HODs but a considerable number of faculty members were not having cordial relations with their HODs which could be a cause of stress during work. Cordial relations enhance healthy and cooperative working environment.

At Jiwaji University, 25% regular lecturers, 55% SFS lecturers, 19% readers and 17% professors were enjoying very good cordial relations with their HODs. 27% SFS lecturers, 50% regular readers and 50% professors said that they have cordial relations with their HODs to a large extent. 50% regular lecturers, 18% SFS lecturers, 13% regular readers and 17% professors were not too happy on this aspect. 25% regular lecturers, 19% readers and 17% professors were not at all having cordial relations with their HODs.

Status of Relations with the Head of the Department

■ VGE ■ LE □ SE □ NA



From the data it is evident that majority of the regular lecturers and some portion of other faculty members were not having cordial relations with their HODs. It could be a cause of stress especially amongst the regular lecturers of Jiwaji University.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

CORDIAL RELATIONS WITH THE HOD

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	26	The factor is a stressor to some extent
SFS Lecturers	102	128	The factor is a stressor to some extent
Regular Readers	11	9	The factor is not a stressor at all
SFS Readers	7	3	The factor is not a stressor at all
Professors	6	4	The factor is not a stressor at all
Total	148	170	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	14	The factor is not a stressor at all
Regular Readers	16	21	The factor is a stressor to some extent
Professors	12	14	The factor is a stressor to some extent
Total	54	56	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji Univeristy

From the data it can be observed that the relations with their respective HOD is a overall stressor for the faculty members to some extent in both the universities. It was observed that at Bundelkhand University interaction among faculty members and HODs was more than Jiwaji. The relations were more formal and professional in Jiwaji University. Bundelkhand University had been organizing various cultural and recreational activities which enhanced interaction amongst university faculty members. But no such activities are promoted and encouraged at Jiwaji University. Therefore, relations were comparatively less cordial with the HOD and may be a cause of stress amongst faculty members of Jiwaji University.

2. c. Status of Cordial Interpersonal relations with Departmental Colleagues

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	14	68	13	5
Regular Readers	45	36	19	0
Professors	33	33	34	0

	VGE	LE	SE	NA
SFS Lecturers -	29	41	24	6
SFS Readers	43	43	14	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	25	50	0
Regular Readers	31	56	6	7
Professors	25	67	8	0

	VGE	LE	SE	NA
SFS Lecturers -	59	23	18	0
SFS Readers				

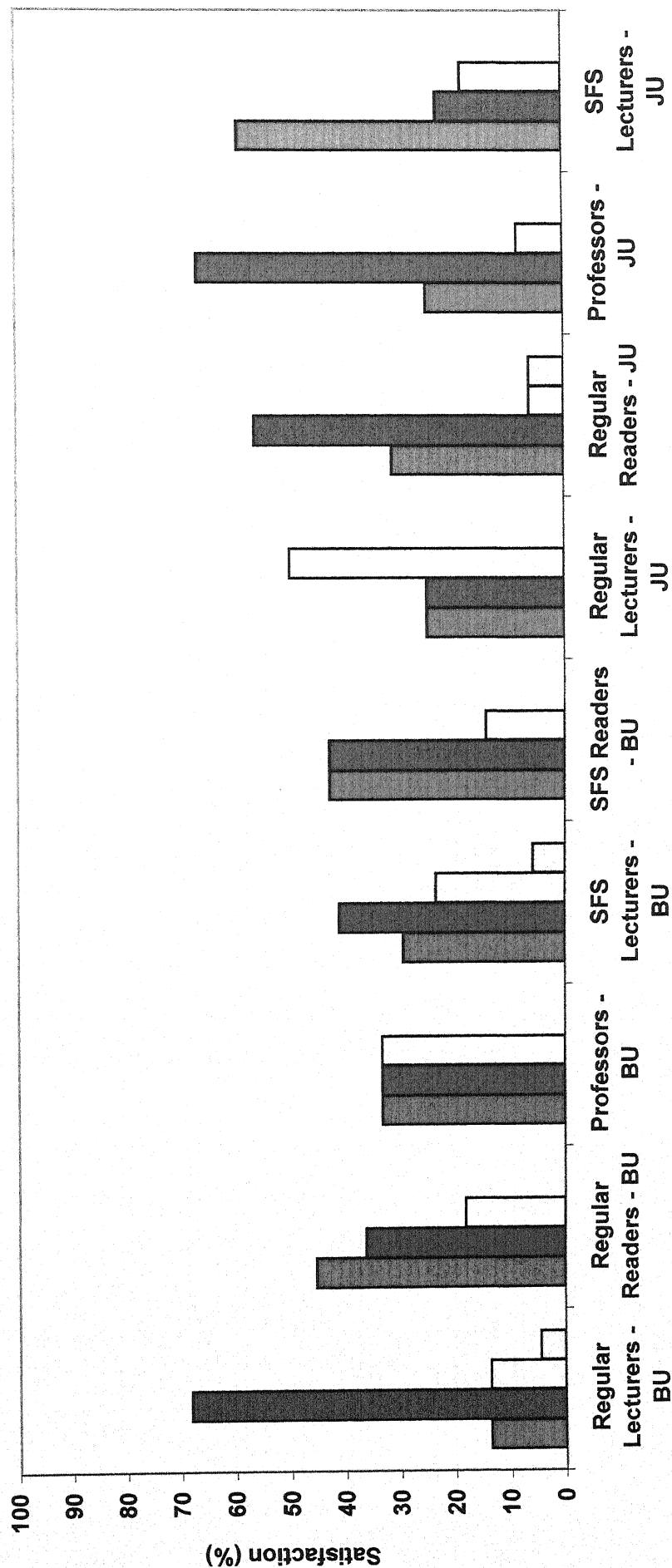
At Bundelkhand University 14% regular lecturers, 29% SFS lecturers, 45% regular readers, 43% SFS readers and 33% professors reported having cordial relations with departmental colleagues to a very great extent. 68% regular lecturers, 41% SFS lecturers, 36% regular readers, 43% SFS readers and 33% professors said that they enjoyed cordial relations with the departmental colleagues to a large extent. 14% regular lecturers, 24% SFS lecturers, 18% regular readers, 14% SFS readers and 33% professors were not very enthusiastic while responding to this question. 5% regular lecturers and 6% SFS lecturers were not having cordial relations with the departmental colleagues at all.

The Bundelkhand University was an upcoming university and had started a number of SFS courses under various faculties. The number of faculty members had multiplied manifold in the recent past. The faculty members were mostly from outside Jhansi and most of them were young. The organization of recreational and cultural activities apart from workshops, seminars, conferences, convocations etc. have been a regular feature of the university. The faculty members got a chance to interact with each other to coordinate the events. Thus majority of the faculty members did not face any stress due to strained relationships.

At Jiwaji University, 25% regular lecturers, 59% SFS lecturers, 31% readers and 25% professors reported having excellent relations with the departmental colleagues. 25% regular lecturers, 23% SFS lecturers, 56% readers and 67%

Status of Interpersonal Relations with Departmental Colleagues

■ VGE ■ LE □ SE □ NA



professors said that to a large extent they were enjoying cordial relations with departmental colleagues. 50% regular lecturers, 18% SFS lecturers, 6% readers and 8% professors did not respond positively. 6% regular readers were not at all having cordial relations with the departmental colleagues. It was observed that the relations were more formal and professional and not intimate.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

CORDIAL RELATIONS WITH DEPARTMENTAL COLLEAGUES

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	24	The factor is a stressor to some extent
SFS Lecturers	102	108	The factor is a stressor to some extent
Regular Readers	11	8	The factor is not a stressor
SFS Readers	7	5	The factor is not a stressor
Professors	6	6	The factor is a stressor to some extent
Total	148	151	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	5	The factor is a stressor to some extent
SFS Lecturers	22	13	The factor is not a stressor
Regular Readers	16	14	The factor is a stressor to some extent
Professors	12	10	The factor is a stressor to some extent
Total	54	42	Overall the factor is a stressor to some extent

Comparison between Bundelkhand University and Jiwaji Univeristy

Relations with departmental colleagues was a overall stressor to some extent amongst the faculty members of both the universities. It was observed that the inter personal relations at Bundelkhand University are more cordial and informal than Jiwaji University. The reason is most of the faculty members at Bundelkhand University are from outside Jhansi. In some cases the professional relations have turned into informal friendship bonds. The seminars, conferences, cultural gatherings and other recreational activities also help developing closer ties. It releases the work stress to a great extent.

2. d. Status of Cordial Interpersonal relations with the Colleagues in other departments

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	56	13	6	25
Regular Readers	9	45	45	0
Professors	0	100	0	0

	VGE	LE	SE	NA
SFS Lecturers	25	43	28	4
SFS Readers	14	57	29	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	0	75	0
Regular Readers	25	56	13	6
Professors	42	58	0	0

	VGE	LE	SE	NA
SFS Lecturers	27	27	32	14
SFS Readers				

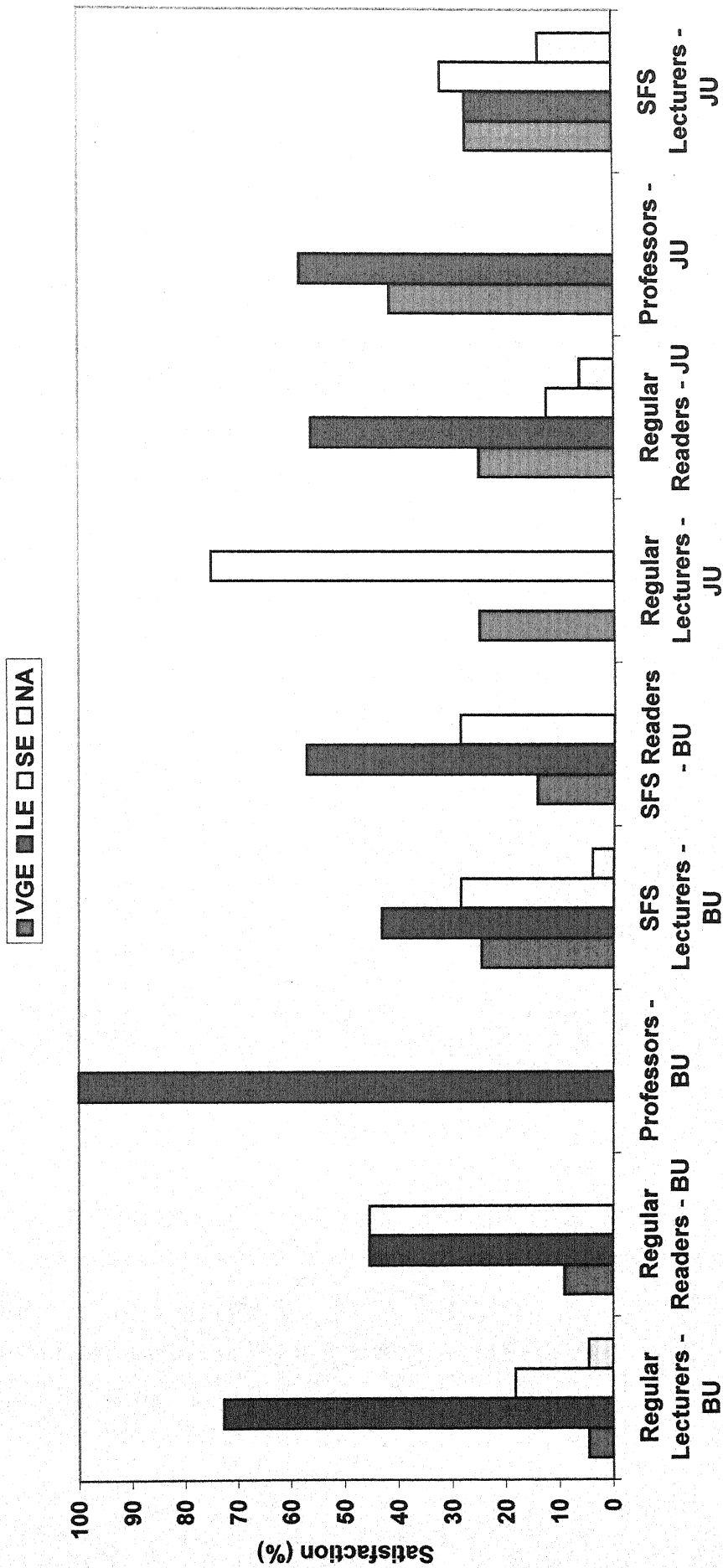
At Bundelkhand University 56% regular lecturers, 25% SFS lecturers, 9% regular readers, 14% SFS readers and 0% professors reported that they had cordial relations with colleagues in other departments to a very great extent. 13% regular lecturers, 43% SFS lecturers, 45% regular readers, 57% SFS readers and 100% professors said that they have cordial relations with the colleagues in other departments to a large extent. 25% Regular lecturers and 4% SFS lecturers were not at all having cordial relations with the colleagues of other departments.

Though the data reflects that majority of the faculty members were having cordial relations with the colleagues of other departments also, some of the faculty members were not having cordial relations with the colleagues of other departments.

Being away from their hometowns they have become friendly with each other despite working in different departments and faculties. Also as mentioned earlier, the frequent organization of recreational & cultural activities as well as international and national conferences, seminars, workshops had also brought them close to each other.

At Jiwaji University 25% regular lecturers, 27% SFS lecturers, 25% readers and 42% professors reported having cordial relations with the colleagues of other departments to a very great extent. 27% SFS lecturers, 56% regular readers and 58%

Interpersonal Relations with Colleagues in Other Departments



professors said they were having cordial relations with colleagues of other departments to a large extent. But 75% regular lecturers, 32% SFS lecturers and 13% regular readers did not give positive response. 6% readers and 14% lecturers were not having cordial relationship with the other departmental colleagues.

It was observed that there is not much interaction amongst the colleagues of other departments. It could be due to the geographic set up of the university. The faculties and departments were situated at distance. Some faculty buildings were built out of the campus area. In some departments, the interaction amongst new faculty members on SFS roll was quite better and informal. The readers and professors were quite senior and had developed friendly relations over the years.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

CORDIAL RELATIONS WITH COLLEAGUES IN OTHER DEPARTMENTS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	27	The factor is a stressor to some extent
SFS Lecturers	102	114	The factor is a stressor to some extent
Regular Readers	11	15	The factor is a stressor to some extent
SFS Readers	7	8	The factor is a stressor to some extent
Professors	6	6	The factor is a stressor to some extent
Total	148	170	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	6	The factor is a stressor to some extent
SFS Lecturers	22	29	The factor is a stressor to some extent
Regular Readers	16	16	The factor is a stressor to some extent
Professors	12	10	The factor is a stressor to some extent
Total	54	61	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

Relations with colleagues in other departments was overall a stressor to some extent in both the universities. The stress could be due to the lack of regard for other's existence, non-cooperative attitude, indifference for other's needs or professional rivalry in some cases.

2.e. Status of Cordial Inter-personal relations with Administrative Staff

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	9	41	41	9
Regular Readers	9	55	36	0
Professors	0	67	33	0

	VGE	LE	SE	NA
SFS Lecturers -	14	43	37	6
SFS Readers	14	43	29	14

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	50	50	0
Regular Readers	25	50	19	6
Professors	25	75	0	0

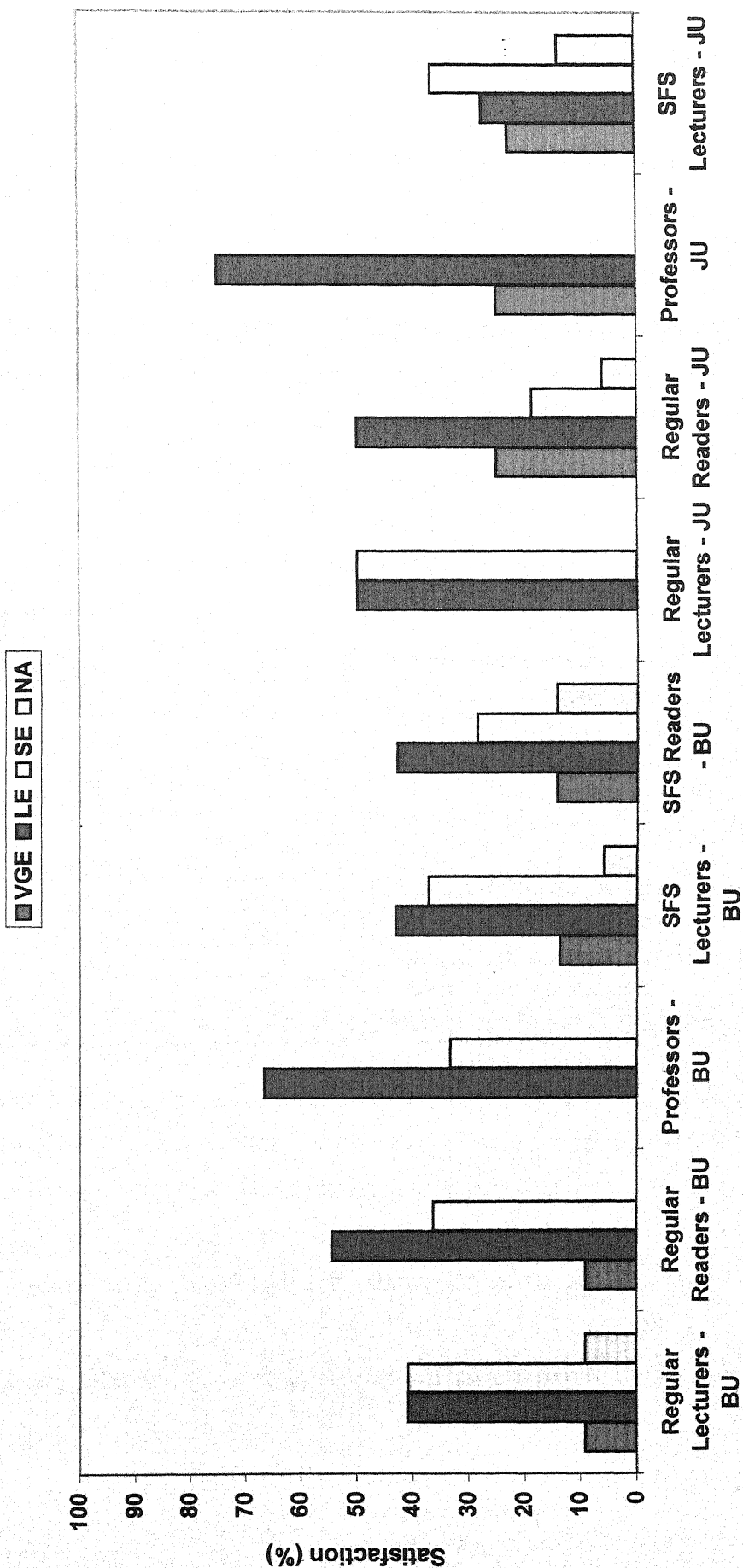
	VGE	LE	SE	NA
SFS Lecturers -	23	27	36	14
SFS Readers				

At Bundelkhand University only 9% regular lecturers, 14% SFS lecturers, 9% regular readers, 14% SFS readers and 0% professors said that they had cordial relations with administrative staff to a very great extent. 41% regular lecturers, 43% SFS lecturers, 55% regular readers, 43% SFS readers and 67% professors said that they had cordial relations with the administrative staff to a large extent. 41% regular lecturers, 37% SFS lecturers, 36% regular readers, 29% SFS readers and 33% professors were not so positive on this issue. 9% regular lecturers, 6% SFS lecturers and 14% SFS readers were not having cordial relations with the administrative staff at all.

The data shows that almost 50% faculty members were not so positive as far as cordial relations with the administrative staff are concerned. The attitude of most of the clerical staff in administration was not so enthusiastic towards the teaching staff. Some of the teaching staff had developed good relations with some administrative staff due to regular interaction. The regular readers and professors were in better position being the Coordinators and Heads of respective departments.

At Jiwaji University 0% regular lecturers, 23% SFS lecturers, 25% readers and 25% professors reported having cordial relations with the administrative staff to a very great extent. 50% regular lecturers, 27% SFS lecturers, 50% readers and 75% professors informed that their relations with the Administrative staff were cordial

Status of Interpersonal Relations with Administrative Staff



to a large extent. 50% regular lecturers, 36% SFS lecturers and 19% readers were not too positive in this respect. 6% regular readers and 14% SFS readers were not having any cordial relations with the administrative staff at all.

As the data suggests a considerable number of regular & SFS lecturers, and readers were not having cordial inter personal relations with the administrative staff. Being a state university the approach of clerical staff was not so positive towards the teaching faculty. The readers and professors were in favourable position being HODs and coordinators as they had opportunities to oblige the staff members.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

CORDIAL RELATIONS WITH ADMINISTRATIVE STAFF

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	33	The factor is a stressor to some extent
SFS Lecturers	102	139	The factor is a stressor to some extent
Regular Readers	11	14	The factor is a stressor to some extent
SFS Readers	7	10	The factor is a stressor to some extent
Professors	6	8	The factor is a stressor to some extent
Total	148	204	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	6	The factor is a stressor to some extent
SFS Lecturers	22	31	The factor is a stressor to some extent
Regular Readers	16	17	The factor is a stressor to some extent
Professors	12	9	The factor is not a stressor
Total	54	63	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

The relations with the administrative staff were not so good and an overall stressor to some extent in both the universities. It was observed that the administrative system at Jiwaji University was quite better and smoother than Bundelkhand University, being an old and well-established university. The relationships at Jiwaji University were not so stiff and rigid and the staff was not so hostile and aggressive as in Bundelkhand University, resulting in lesser stress to teaching faculty.

2. f. Status of cordial Interpersonal relations with Students

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	23	50	23	5
Regular Readers	27	64	9	0
Professors	33	67	0	0

	VGE	LE	SE	NA
SFS Lecturers -	33	42	23	2
SFS Readers	57	29	14	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	50	25	25	0
Regular Readers	56	31	6	6
Professors	33	50	17	0

	VGE	LE	SE	NA
SFS Lecturers -	41	36	14	9
SFS Readers				

At Bundelkhand University 23% regular lecturers, 33% SFS lecturers, 27% regular readers, 57% SFS readers and 33% professor responded that they had cordial relations with Students to a very great extent. 50% regular lecturers, 42% SFS lecturers, 64% regular readers, 29% SFS readers and 67% professors said that they had cordial relations with the students to a large extent. 23% regular lecturers, 23% SFS lecturers, 9% regular readers and 14% SFS readers were not too optimistic on this aspect. 5% regular lecturers and 2% SFS lecturers were not having cordial relations with the students.

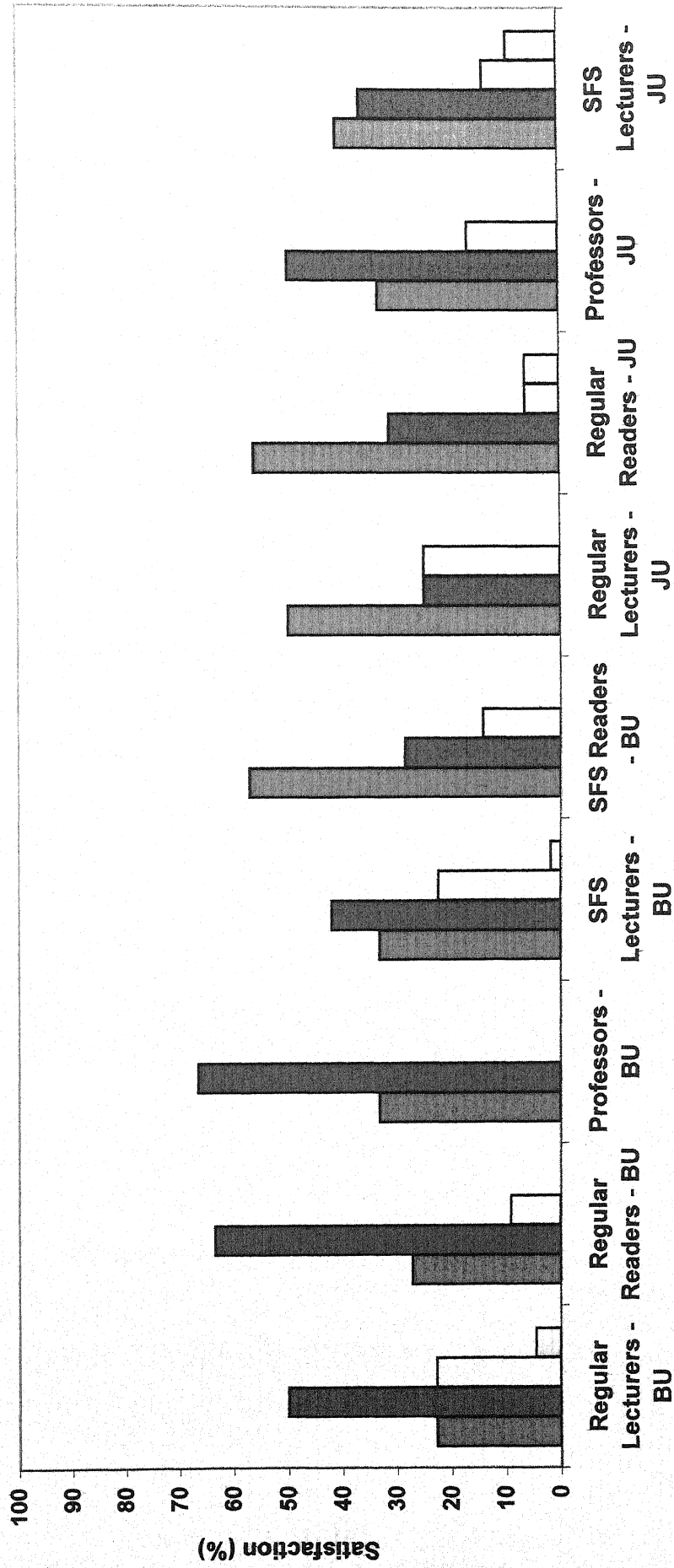
It was quite encouraging that despite so many constraints the approach of teachers towards students was constructive and positive.

At Jiwaji University, the response was a bit better. 50% regular lecturers, 41% SFS lecturers, 56% readers and 33% professors informed that they had cordial relations with the students to a very great extent. 25% regular lecturers, 36% SFS lecturers, 31% readers and 50% professors said that their relations with the students were cordial to a large extent. 25% regular lecturers, 14% SFS lecturers, 6% readers and 17% professors did not respond so positively. 6% readers and 9% SFS lecturers did not have cordial relations with the students at all.

Also at Jiwaji University it was observed that majority of the faculty members were having cordial relations with the students to large extent.

Status of Interpersonal Relations with Students

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

RELATIONS WITH STUDENTS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	24	The factor is a stressor to some extent
SFS Lecturers	102	95	The factor is a stressor to some extent
Regular Readers	11	9	The factor is not a stressor
SFS Readers	7	4	The factor is not a stressor
Professors	6	4	The factor is not a stressor
Total	148	136	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	3	The factor is not a stressor
SFS Lecturers	22	20	The factor is a stressor to some extent
Regular Readers	16	10	The factor is not a stressor
Professors	12	10	The factor is a stressor to some extent
Total	54	43	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

Relations of faculty members with students at both the universities is overall a stressor to some extent.

3. a. Availability of time for Meeting family obligations

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	14	18	59	8
Regular Readers	0	36	46	18
Professors	0	17	66	17

	VGE	LE	SE	NA
SFS Lecturers -	1	24	65	10
SFS Readers	0	14	57	29

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	25	25	25	25
Regular Readers	6	31	50	13
Professors	0	25	75	0

	VGE	LE	SE	NA
SFS Lecturers -	9	36	41	14
SFS Readers				

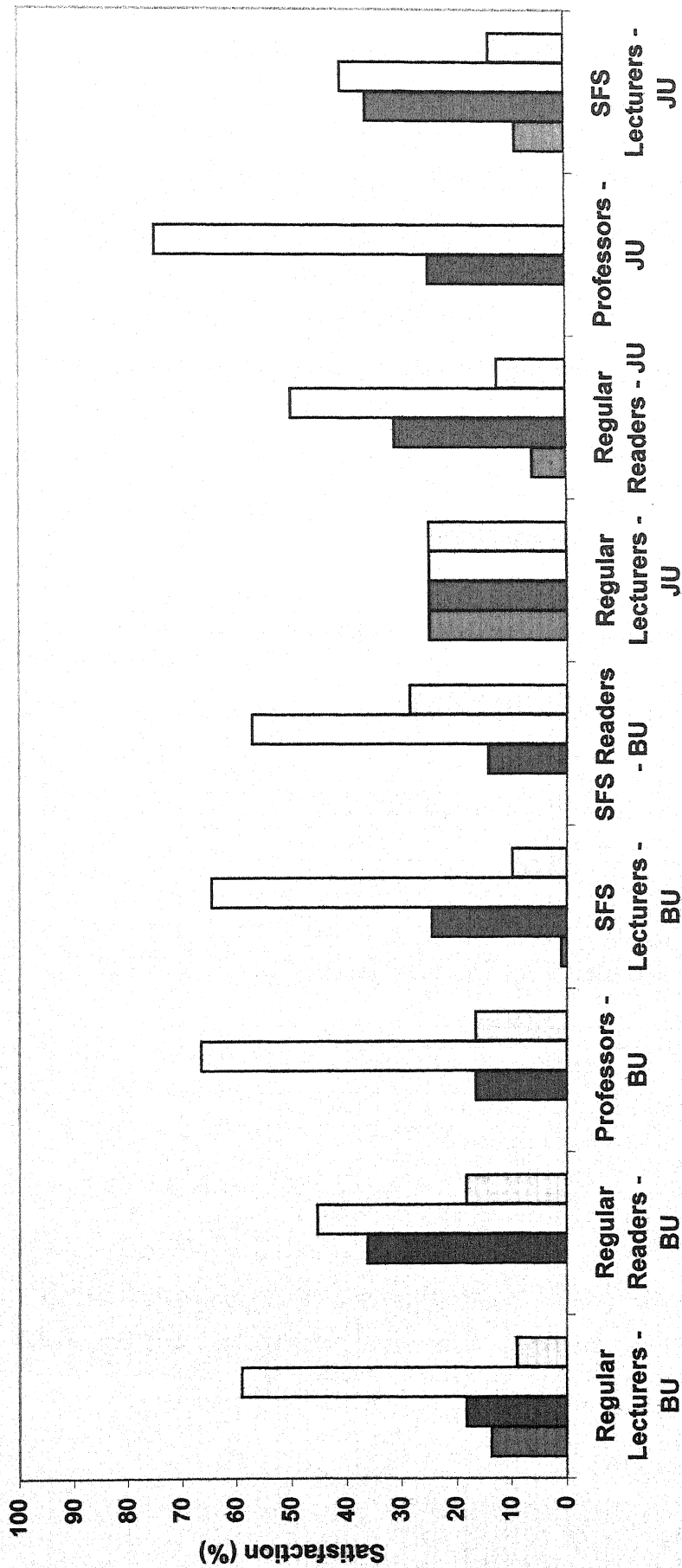
At Bundelkhand University only 14% regular lecturers and 1% SFS lecturers affirmed that they were getting enough time to spend with their families to a very great extent. 18% Regular lecturers, 24% SFS lecturers, 36% regular readers, 14% SFS readers and 17% professors said that they get time to spend with their families to a large extent. 59% regular lecturers, 65% SFS lecturers, 46% regular readers, 57% SFS readers and 66% professors were not too positive while answering to this question. 8% Regular lecturers, 10% SFS lecturers, 18% regular readers, 29% SFS readers and 17% professors said that they did not get time to spend with their families at all.

From the responses collected it was observed that the faculty at all levels were too much occupied with academic, administrative and other activities and did not find much time to spend with their families. Most of the faculty members were from outside Jhansi and they did not get much holidays to visit their hometown and spend valued time with their parents and other family members. The spouse of some of the faculty members were working in other organizations in other cities. The most affected were professors and readers as they were engaged in administrative matters being coordinators and HODs of respective departments. The positive response was mostly from the faculty members who were from Jhansi itself or had settled at Jhansi.

At Jiwaji University, only 25% regular lecturers, 9% SFS lecturers and 6% readers responded that they were able to spare time for their families to a very great extent.

Availability of time for family

■ VGE ■ LE □ SE □ NA



25% regular lecturers, 36% SFS lecturers, 31% regular readers and 25% professors were able to spend time with their families to a large extent. The response of 25% regular lecturers, 41% SFS lecturers, 50% readers and 75% professors was not too positive. 25% regular lecturers, 14% SFS lecturers and 13% readers were not finding any time at all to spend with their families.

The readers and professors were more occupied as they were entrusted with coordination of new courses under SFS scheme started recently. The Professors were mostly the Heads of the departments. The number of lecturers for SFS courses appointed on contractual basis was quite less than required. The development of syllabi, course material and time table was taken care of by the regular readers. It was an additional burden apart from their regular academic, research and administrative responsibilities. As the number of SFS lecturers was quite less and for a semester only, the teaching work was mostly distributed amongst the existing regular lecturers.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

AVAILABILITY OF TIME FOR MEETING FAMILY OBLIGATIONS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	37	The factor is a stressor to large extent
SFS Lecturers	102	187	The factor is a stressor to large extent
Regular Readers	11	20	The factor is a stressor to large extent
SFS Readers	7	15	The factor is a stressor to large extent
Professors	6	12	The factor is a stressor to large extent
Total	148	271	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	6	The factor is a stressor to some extent
SFS Lecturers	22	35	The factor is a stressor to large extent
Regular Readers	16	27	The factor is a stressor to large extent
Professors	12	21	The factor is a stressor to large extent
Total	54	89	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Faculty members of both the universities did not find sufficient time to meet their family obligations and this was overall a stressor to large extent.

3. b. Availability of time for maintaining social contacts

(Response in %)

Bundelkhand University					Jiwaji University				
	VGE	LE	SE	NA		VGE	LE	SE	NA
Regular Lecturers	5	18	55	23	Regular Lecturers	0	50	25	25
Regular Readers	0	27	36	36	Regular Readers	0	19	56	25
Professors	0	0	83	17	Professors	0	25	58	17
	VGE	LE	SE	NA		VGE	LE	SE	NA
SFS Lecturers -	3	17	69	12	SFS Lecturers	14	27	41	18
SFS Readers	0	0	86	14	SFS Readers				

At Bundelkhand University only 5% regular lecturers and 3% SFS lecturers were able to find time to maintain their social relations. 18% regular lecturers, 17% SFS lecturers, 27% regular readers, 0% SFS readers and 0% professors said that to a large extent they were able to find time to maintain their social relations. 55% regular lecturers, 69% SFS lecturers, 36% regular readers, 86% SFS readers did not respond positively on this aspect. 23% regular lecturers, 12% SFS lecturers, 36% regular readers, 14% SFS readers and 17% professors said that they did not find any time at all to maintain their social relations.

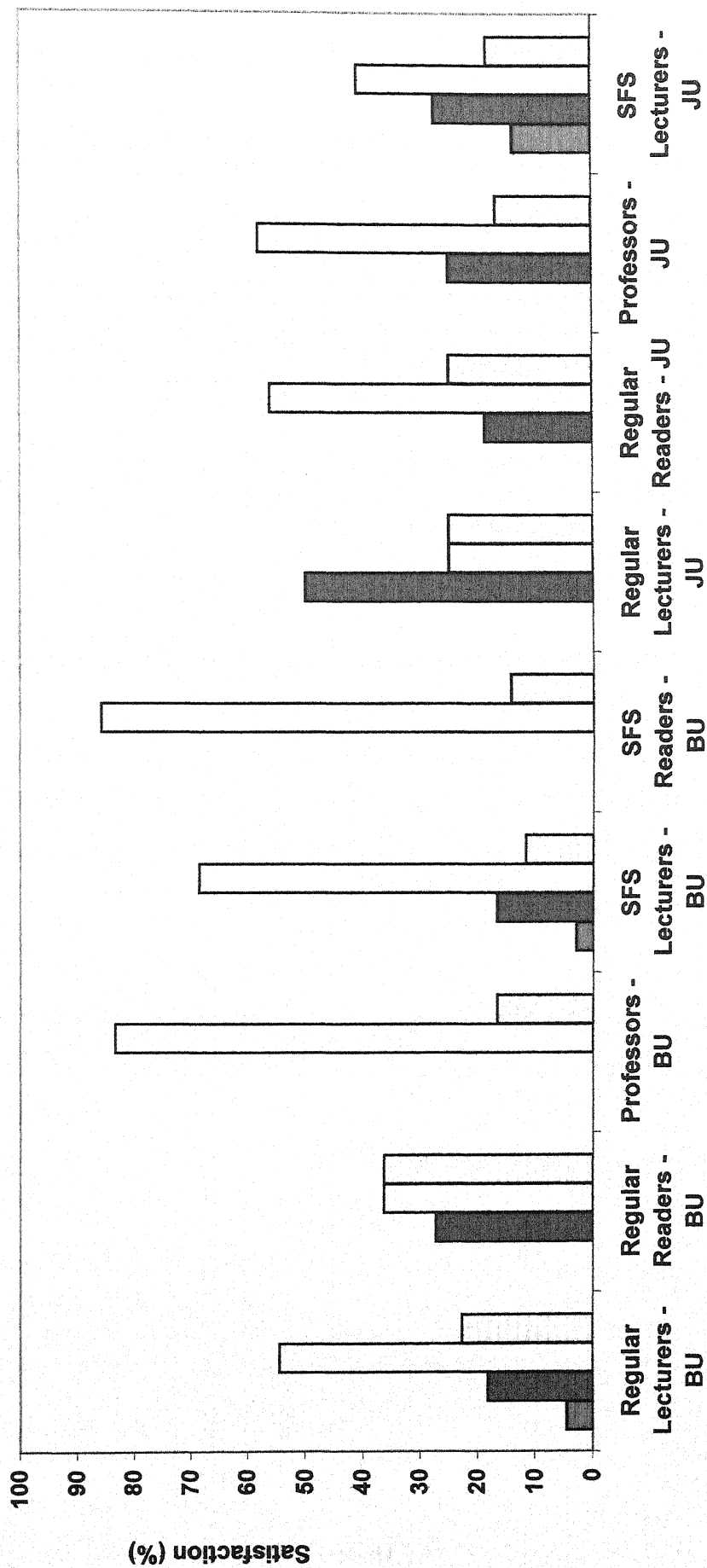
The faculty did not have much time to maintain relations with friends, relatives, colleagues, neighbours etc. The SFS readers were worse affected due to their administrative, teaching and research related work.

The response at Jiwaji University was almost similar to Bundelkhand University. Only 14% SFS lecturers said that they find sufficient time to maintain their social relations. 50% Regular lecturers, 27% SFS lecturers, 19% regular readers and 25% professors said that they were able to find time to maintain their social relations to a large extent. 25% regular lecturers, 41% SFS lecturers, 56% regular readers and 58% professors did not respond positively. 25% regular lecturers, 18% SFS lecturers, 25% readers and 17% professors said that they were not at all able to spare time to maintain their social relations.

The response of readers and professors was on the lower side due to their hectic schedule of administrative and academic assignments.

Availability of time for Social Contacts

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

AVAILABILITY OF TIME FOR MAINTAINING SOCIAL CONTACTS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	43	The factor is a stressor to large extent
SFS Lecturers	102	190	The factor is a stressor to large extent
Regular Readers	11	23	The factor is a stressor to large extent
SFS Readers	7	15	The factor is a stressor to large extent
Professors	6	13	The factor is a stressor to large extent
Total	148	284	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	36	The factor is a stressor to large extent
Regular Readers	16	33	The factor is a stressor to large extent
Professors	12	23	The factor is a stressor to large extent
Total	54	99	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

The response of faculty members of both the Universities was almost similar. Due to long working hours, overload of academic, administrative and other departmental assignments they did not find sufficient time to maintain their social relations and this was a stressor to large extent.

3. c. Availability of time for One's Own Self

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	9	36	36	18
Regular Readers	0	45	27	27
Professors	17	17	67	0

	VGE	LE	SE	NA
SFS Lecturers -	5	19	68	9
SFS Readers	0	43	29	29
Professors				

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	25	50	25	0
Regular Readers	0	13	50	38
Professors	8	17	67	8

	VGE	LE	SE	NA
SFS Lecturers -	18	32	41	9
SFS Readers				
Professors				

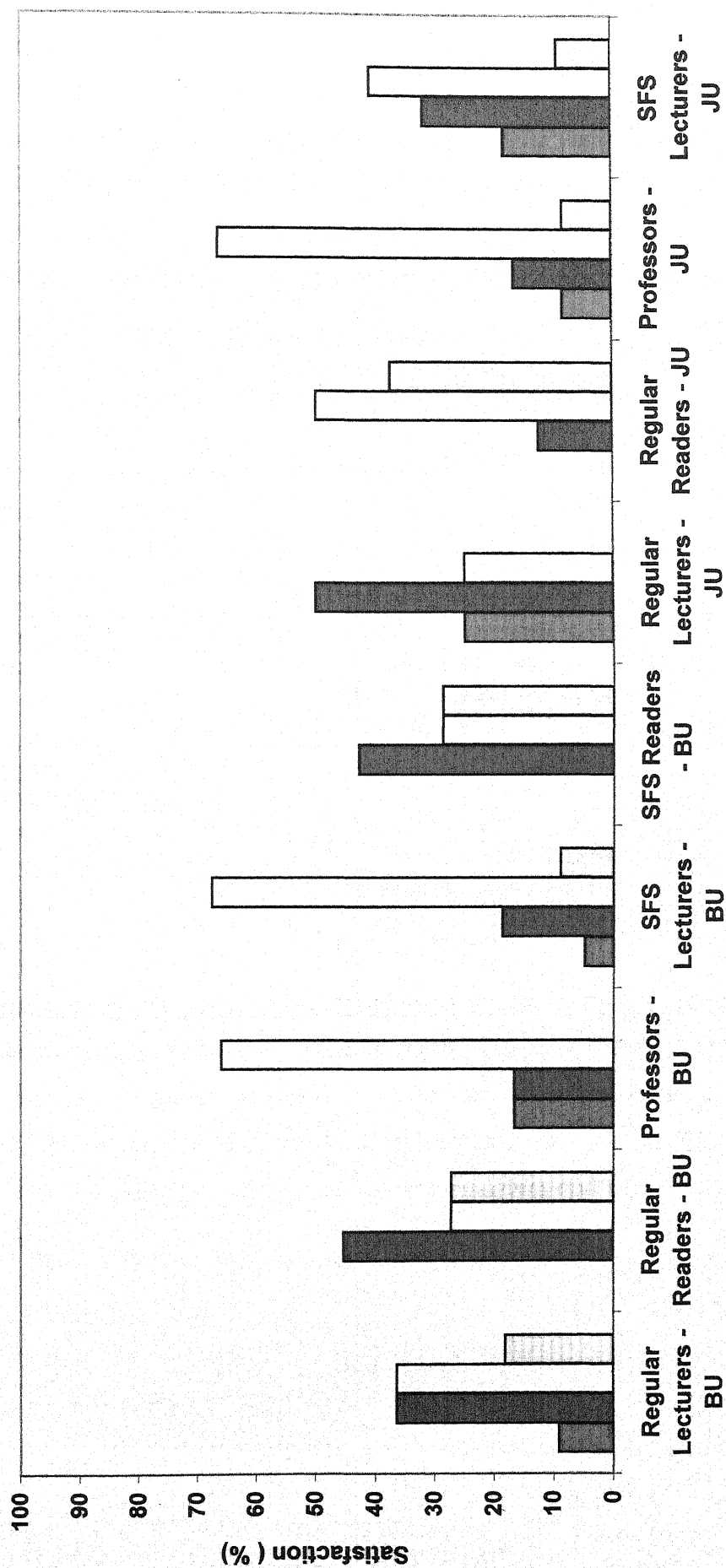
At Bundelkhand University only 9% regular lecturers, 5% SFS lecturers and 17% professors were able to find time for themselves. 36% regular lecturers, 19% SFS lecturers, 45% regular readers, 43% SFS readers and 17% professors replied that they are able to find time for themselves to a large extent. 36% regular lecturers, 68% SFS lecturers, 27% regular readers, 29% SFS readers and 67% professors did not respond positively. 18% regular lecturers, 9% SFS lecturers, 27% regular readers and 29% SFS readers informed that they were not finding time for themselves at all.

Most of the time of the faculty members was consumed by teaching and departmental administrative jobs. Their inability to get time for their own selves was creating stress amongst them.

At Jiwaji University 25% regular lecturers, 18% SFS lecturers and 8% professors were able to find time for their own selves to a very great extent. 50% regular lecturers, 32% SFS lecturers, 13% readers and 17% professors were satisfied on this aspect to a large extent. 25% regular lecturers, 41% SFS lecturers, 50% regular readers and 67% professors however were not too optimistic while responding to this question. 38% readers, 9% SFS lecturers and 8% professors were not at all able to find time for their own selves.

Availability of Time for own self

■ VGE ■ LE □ SE □ NA



As mentioned earlier, at Jiwaji University, the number of SFS lecturers was quite less and they were on contract only for a semester. They were more occupied in teaching so as to complete the syllabus within the stipulated time. The lecturers were spared from the administrative jobs and burden of coordination of additional courses and got some time for their own selves. But even then nearly 50% of them were not able to find time for their own self.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

AVAILABILITY OF TIME FOR ONE'S OWN SELF

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	36	The factor is a stressor to large extent
SFS Lecturers	102	184	The factor is a stressor to large extent
Regular Readers	11	20	The factor is a stressor to large extent
SFS Readers	7	13	The factor is a stressor to large extent
Professors	6	11	The factor is a stressor to large extent
Total	148	264	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	4	The factor is a stressor to some extent
SFS Lecturers	22	31	The factor is a stressor to some extent
Regular Readers	16	36	The factor is a stressor to large extent
Professors	12	21	The factor is a stressor to large extent
Total	54	92	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

It was observed that at Jiwaji only the position of regular lecturers was slightly better. The readers and professors did not find time for themselves due to their academic and departmental administrative assignments. So faculties of both universities were facing the paucity of time for themselves and this was a stressor to large extent.

3. d. Availability of time for Academic Research and publications

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	5	32	41	23
Regular Readers	0	27	55	18
Professors	0	50	50	0

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	0	50	50	0
Regular Readers	6	44	50	0
Professors	0	42	58	0

	VGE	LE	SE	NA
SFS Lecturers -	6	21	55	19
SFS Readers	14	14	57	14

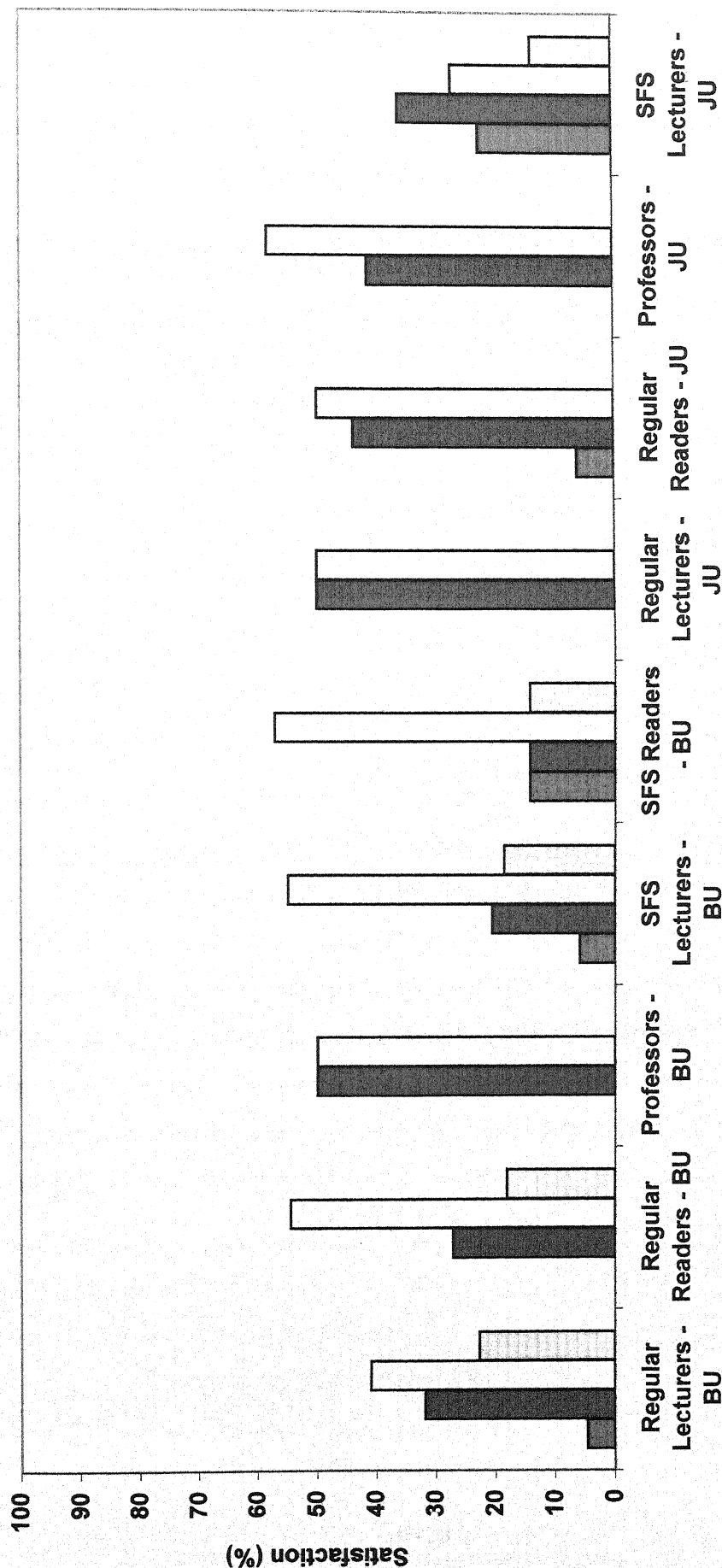
	VGE	LE	SE	NA
SFS Lecturers -	23	36	27	14
SFS Readers				

At Bundelkhand University only 5% regular lecturers, 6% SFS lecturers and 14% SFS readers reported that they were able to spare time for research and publications to a very great extent. 32% regular lecturers, 21% SFS lecturers, 27% Regular readers, 14% SFS readers and 50% professors said that they were able to find time for research and publications to large extent. 41% regular lecturers, 55% SFS lecturers, 55% regular readers, 57% SFS readers and 50% professors were not so positive in their response. 23% regular lectures, 19% SFS lecturers, 18% regular readers and 14% SFS readers did not find time to devote to research and publication. The overload of teaching classes and other departmental responsibilities did not leave enough time for research and publication work. The professors were in better position as compared to lecturers and readers as most of them were taking lesser number of classes. But the new and young generation of lecturers and readers were more motivated to contribute to research and publication work as compared to professors who were at saturation point of career.

At Jiwaji University 6% readers and 23% SFS lecturers said that they were able to contribute towards research and publications to a very great extent. 50% regular lecturers, 36% SFS lecturers, 44% readers and 42% professors said that they were able to devote time towards research and publications to a large extent. But 50% regular lecturers, 27% SFS lecturers, 50% readers and 58% professors did not respond in very optimistic way. 14% SFS lecturers were not able to devote any time at all towards research and development.

Availability of time for Academic Research & Publications

■ VGE ■ LE □ SE □ NA



At Jiwaji the faculty members are in a better position due to better bureaucratic procedures and more professional attitude towards research work. Their time is not wasted in movement of files, multiple rounds of administrative block and contacts with the colleagues within and outside departments.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

AVAILABILITY OF TIME FOR RESEARCH & PUBLICATIONS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	40	The factor is a stressor to large extent
SFS Lecturers	102	186	The factor is a stressor to large extent
Regular Readers	11	21	The factor is a stressor to large extent
SFS Readers	7	12	The factor is a stressor to large extent
Professors	6	9	The factor is a stressor to some extent
Total	148	268	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	6	The factor is a stressor to some extent
SFS Lecturers	22	29	The factor is a stressor to some extent
Regular Readers	16	23	The factor is a stressor to some extent
Professors	12	19	The factor is a stressor to some extent
Total	54	77	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

It was observed that at Jiwaji University, the situation was slightly better than Bundelkhand University in terms of availability of time for Research & Publications. Despite their hectic schedule most of the professors and readers at Jiwaji University were able to spare time for research work but the majority of lecturers and readers at Bundelkhand University were not so lucky. At Bundelkhand University this was a stressor to large extent whereas at Jiwaji University this was a stressor only to some extent.

3. e. Availability of time for Attending Conferences/Seminars/ Workshops/ Refresher or Orientation Course

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	0	14	55	32
Regular Readers	0	18	55	27
Professors	0	0	83	17

	VGE	LE	SE	NA
SFS Lecturers -	8	28	46	18
SFS Readers	0	29	29	43

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	25	25	50	0
Regular Readers	6	31	56	6
Professors	0	67	25	8

	VGE	LE	SE	NA
SFS Lecturers	23	14	36	27
SFS Readers				

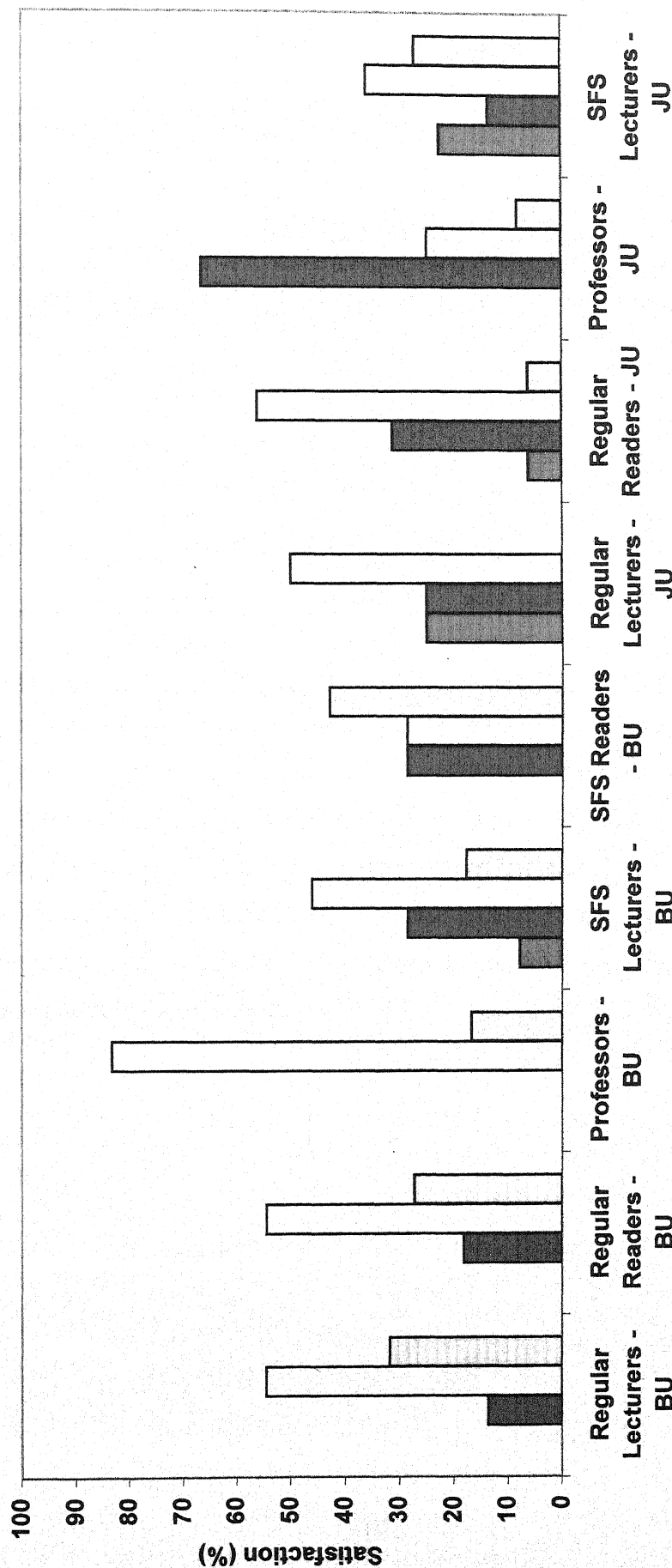
At Bundelkhand University only 8% SFS lecturers responded that they were able to participate in conferences, workshops and seminars to a very great extent. 14% regular lecturers, 28% SFS lecturers, 18% regular readers and 29% SFS readers said that they participated in conferences and seminars organized within and outside university to large extent. But 55% regular lecturers, 46% SFS lecturers, 55% regular readers, 29% SFS readers and 83% professors did not respond in too positive way. 32% regular lecturers, 18% SFS lecturers, 27% regular readers, 43% SFS readers and 17% professors were not able to participate in any conference or seminar at all.

The faculty members were not able to attend the Conferences/ Seminars/ Workshops/ refresher or orientation course due to the paucity of time. Their tight academic schedule, departmental administrative duties did not permit them to attend these academic events.

At Jiwaji University 25% regular lecturers, 23% SFS lecturers and 6% readers informed that they found time to participate in conferences and seminars to a very great extent. 25% regular lecturers, 14% SFS lecturers, 31% readers and 67% professors said that they found time to participate in Conferences and Seminars to a large extent. But at the same time 50% regular lecturers, 36% SFS lecturers, 56% readers and 25% professors did not give much positive response on this aspect. 6% readers, 27% SFS lecturers and 8% professors did not get any time at all to attend the conferences and seminars due to paucity of time.

Time Availability for Attending Conf./Seminars/ Workshops/ Refresher or Orientation Course

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

AVAILABILITY OF TIME FOR ATTENDING CONFERENCE / SEMINARS/ WORKSHOPS/ REFRESHER OR ORIENTATION COURSES

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	48	The factor is a stressor to large extent
SFS Lecturers	102	177	The factor is a stressor to large extent
Regular Readers	11	23	The factor is a stressor to large extent
SFS Readers	7	15	The factor is a stressor to large extent
Professors	6	13	The factor is a stressor to large extent
Total	148	276	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	5	The factor is a stressor to some extent
SFS Lecturers	22	36	The factor is a stressor to large extent
Regular Readers	16	26	The factor is a stressor to large extent
Professors	12	17	The factor is a stressor to some extent
Total	54	84	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Though the situation at Jiwaji University on this aspect was slightly better than Bundelkhand University, yet the tight academic schedule, departmental administrative duties did not permit the faculty members to attend the Conferences/ Seminars/ Workshops/ refresher or orientation courses. Such events help a lot in the knowledge upgradation, career enhancement and growth of the faculty members and their inability and constraints to attend them was a stressor to large extent in both the universities.

4. In your Opinion

4. a. Present Job is secured

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	23	36	27	14
Regular Readers	18	64	9	9
Professors	17	33	50	0

	VGE	LE	SE	NA
SFS Lecturers -	3	6	16	75
SFS Readers	14	0	29	57

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	50	25	25
Regular Readers	44	25	25	6
Professors	50	42	8	0

	VGE	LE	SE	NA
SFS Lecturers -	5	9	32	55
SFS Readers				

At Bundelkhand University 23% regular lecturers, 3% SFS lecturers, 18% regular readers, 14% SFS readers and 17% professors responded that to a very great extent their jobs were secure. As per 36% regular lecturers, 6% SFS lecturers, 64% regular readers and 33% professors their jobs were secure to a large extent. However 27% regular lecturers, 16% SFS lecturers, 9% regular readers, 29% SFS readers and 50% professors were not too optimistic on this aspect. As per 14% regular lecturers, 75% SFS lecturers, 9% regular readers and 57% SFS readers their jobs were not secure at all.

It was observed that the sense of insecurity is quite high in SFS faculty. The recent removal of Vice Chancellors in many universities of UP including Bundelkhand, Jhansi has resulted in sense of insecurity even in many professors and HODs.

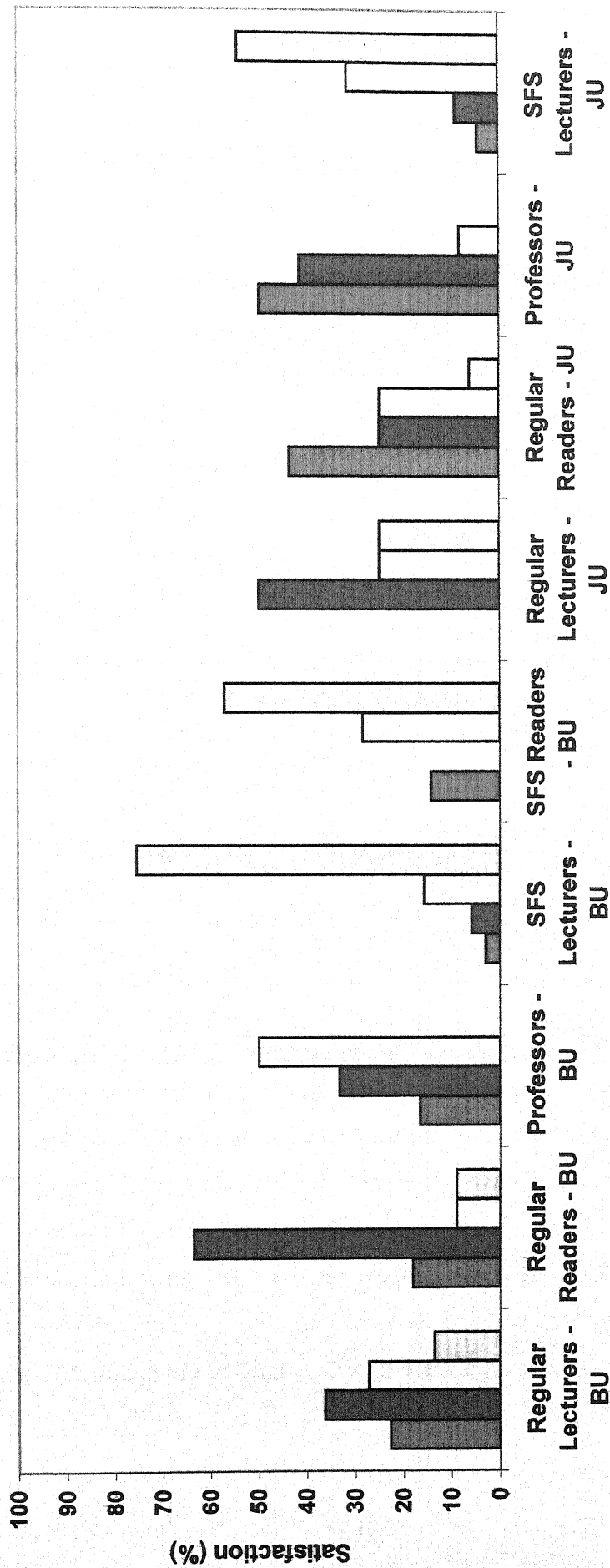
The SFS teaching faculty was quite insecure about their jobs. All were on a contract of 2-4 years. The chances of regularization of jobs were quite bleak as the courses were being run under SFS scheme.

The regular lecturers were also not too enthusiastic about their future keeping in view the percentage of responses (59%).

At Jiwaji University according to 44% lecturers, 5% SFS lecturers and 50% professors their job was secured to a very great extent. As per 50% regular lecturers, 9% SFS lecturers, 25% regular readers and 42% professors, to a large

Present Job is secured

■ VGE ■ LE □ SE □ NA



extent their jobs were secured. However 25% regular lecturers, 32% SFS lecturers, 25% readers and 8% professors were not too positive about job security. But 25% regular lecturers, 55% SFS lecturers and 6% readers said that their jobs were not secured at all.

It was observed that even the regular lecturers also did not seem to be too positive about their future in the University. The SFS lecturers were appointed for a particular session/ semester only on per lecture payment basis.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

JOB SECURITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	29	The factor is a stressor to some extent
SFS Lecturers	102	269	The factor is a stressor to a very great extent
Regular Readers	11	12	The factor is a stressor to some extent
SFS Readers	7	16	The factor is a stressor to large extent
Professors	6	8	The factor is a stressor to some extent
Total	148	334	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	52	The factor is a stressor to a very great extent
Regular Readers	16	15	The factor is a stressor to some extent
Professors	12	7	The factor is not a stressor
Total	54	81	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

In both the universities, majority of regular teachers felt that their job was secured whereas majority of SFS teachers felt that their job was not secured. In comparison to Jiwaji University the sense of job insecurity was higher in Bundelkhand University amongst the SFS faculty members. Surprisingly even $\frac{1}{2}$ of the Professors at Bundelkhand University who are all regular, also felt insecure about their future. The sense of job insecurity amongst the teachers was overall a stressor to a large extent at Bundelkhand University and to some extent at Jiwaji University.

4.b. Salary commensurate with experience and qualifications

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	9	23	59	9
Regular Readers	0	55	36	9
Professors	17	33	50	0

	VGE	LE	SE	NA
SFS Lecturers -	2	7	24	68
SFS Readers	0	0	57	43

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	50	50
Regular Readers	13	19	44	25
Professors	25	42	33	0

	VGE	LE	SE	NA
SFS Lecturers -	9	9	36	45
SFS Readers				

In Bundelkhand University only 9% regular lecturers, 2% SFS lecturers and 17% professors were satisfied with their salary to a very great extent. 23% regular lecturers, 7% SFS lecturers, 55% regular readers and 33% professors responded that they were satisfied with the salary to a large extent. As per 59% regular lecturers, 24% SFS lecturers, 36% regular readers, 57% SFS readers and 50% professors they were satisfied with the salaries to some extent only. 9% regular lecturers, 68% SFS lecturers, 9% regular readers and 43% SFS readers were not satisfied with the salary structure at all.

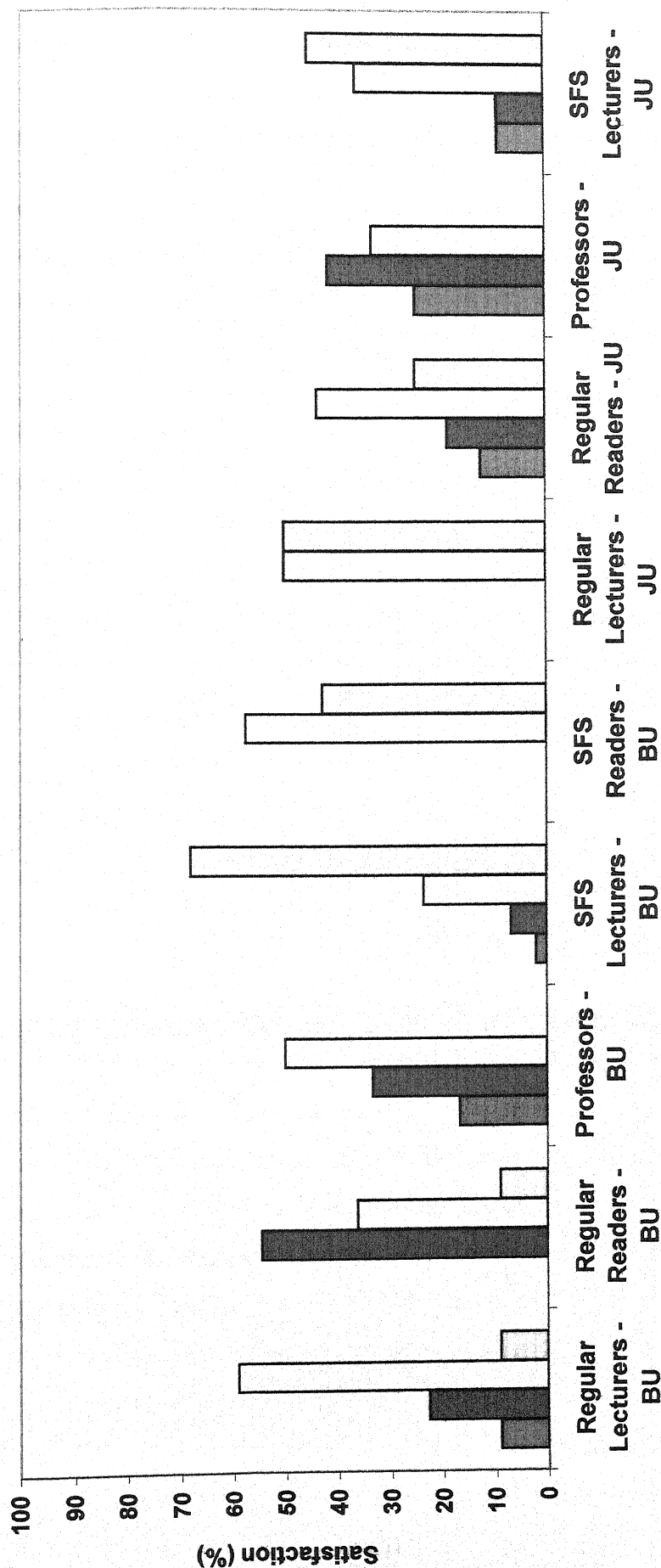
The salary satisfaction level in SFS lecturers and readers was too low. The regular lecturers were also not satisfied keeping in view their qualification and experience. Being a state university, the scales were lower than that of central universities, deemed universities and autonomous institutions which provide better salary and incentives.

The regular and SFS readers were also coordinating some of the SFS courses apart from their academic and departmental duties. There was no provision of additional allowances for additional work. Even the professors expressed their dissatisfaction over their salary structure as compared to other universities and institutions.

At Jiwaji University, only 13% readers, 9% SFS lecturers, and 25% professors said that they were satisfied with their salaries to a very great extent. 19% readers, 9% SFS lecturers and 42% professors said that to a large extent they were satisfied with their salary structure. However, 50% regular lecturers, 36% SFS lecturers, 44% readers and 33% professors did not respond positively. 50% regular lecturers, 45% SFS lecturers and 25% readers were not satisfied at all with the salary they were getting.

Salary Commensurate with Experience & Qualification

■ VGE ■ LE □ SE □ NA



The response of regular lecturers was negative, keeping in view their qualification, research contribution and experience the salary structure was too low being a state level university. The SFS lecturers were being paid on per lecture basis and the amount was too meager i.e. Rs.100 per lecture total emoluments not exceeding Rs.7500/- p.m.

Like Bundelkhand University, the readers in Jiwaji University were given the additional charge of coordinating SFS courses for which they were not given any additional incentives. Some of the Professors were also not very happy with the salary structure.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

EQUIVALENCE OF SALARY WITH EXPERIENCE AND QUALIFICATION

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	37	The factor is a stressor to large extent
SFS Lecturers	102	262	The factor is a stressor to a very great extent
Regular Readers	11	17	The factor is a stressor to some extent
SFS Readers	7	17	The factor is a stressor to a very great extent
Professors	6	8	The factor is a stressor to some extent
Total	148	341	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	10	The factor is a stressor to a very great extent
SFS Lecturers	22	48	The factor is a stressor to large extent
Regular Readers	16	29	The factor is a stressor to large extent
Professors	12	13	The factor is a stressor to some extent
Total	54	100	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

It was observed that the salary scales and incentives in State owned universities were comparatively lower than the central universities and other private and deemed universities. Their counterparts with the same qualifications and research experience were getting considerably high salary and other facilities. Therefore due to this fact the response of both the universities' faculty members at every level was quite negative and overall was a stressor to large extent.

4. c. Views on Policy Matters are considered by authorities

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	9	32	32	27
Regular Readers	9	45	36	9
Professors	0	50	50	0

	VGE	LE	SE	NA
SFS Lecturers	4	16	52	28
SFS Readers	14	29	57	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	50	25	25
Regular Readers	13	19	56	13
Professors	8	33	33	25

	VGE	LE	SE	NA
SFS Lecturers	5	23	41	32
SFS Readers				

At Bundelkhand University, as per 9% regular lecturers, 4% SFS lecturers, 9% regular readers and 14% SFS readers, their views on policy matters were given consideration by the university academic and administrative authorities to a very great extent. As per 32% regular lecturers, 16% SFS lecturers, 45% regular readers, 29% SFS readers and 50% professors their views on policy matters were considered to a large extent. 32% regular lecturers, 52% SFS lecturers, 36% regular readers, 57% SFS lecturers and 50% professors were not too enthusiastic on this matter. They said that their views on policy matters were given consideration occasionally. But as per 27% regular lecturers, 28% SFS lecturers and 9% regular readers, their views were not considered at all on policy matters.

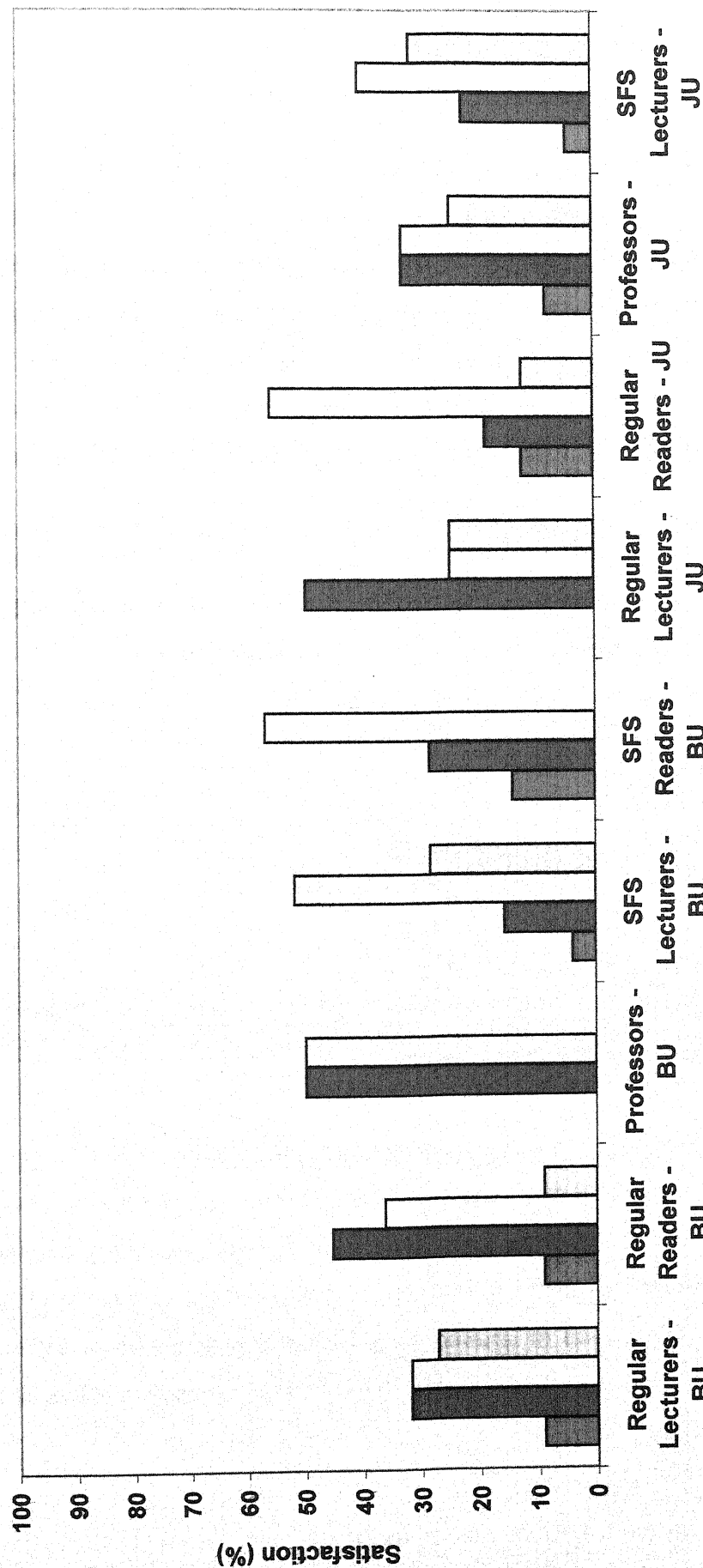
The response of SFS lecturers was less positive as compared to regular lecturers who were given more importance by the authorities because they were permanent employees of the university.

Regular readers as well as SFS readers were coordinators of the courses. They interacted frequently with the administrative authorities regarding development of syllabi, development of course material, admissions and other matters. Some of the regular readers were working for the last 15 years with the university and had developed cordial relations with administrative officials over the years.

The response of professors despite being deans and HODs for several years was only 50% due to fluctuations in administrative set up. Favoritism was playing a

Views on Policy Matters are considered by the Authorities

■ VGE ■ LE □ SE □ NA



vital role in consideration of views at higher level. The relations with VC and Registrar also played an important role in accepting the views on policy matters.

At Jiwaji University only 13% readers, 5% SFS lecturers and 8% professors said that their views on policy matters were considered to a very great extent. 50% regular lecturers, 23% SFS lecturers, 19% readers and 33% professors said that to a large extent their views were considered by the university authorities. However, 25% regular lecturers, 41% SFS lecturers, 56% readers and 33% professors did not respond very positively. According to 25% regular lecturers, 32% SFS lecturers, 13% readers and 25% professors their views were not at all given consideration.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

CONSIDERATION OF VIEWS ON POLICY MATTERS BY THE AUTHORITIES

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	39	The factor is a stressor to large extent
SFS Lecturers	102	209	The factor is a stressor to large extent
Regular Readers	11	16	The factor is a stressor to some extent
SFS Readers	7	10	The factor is a stressor to some extent
Professors	6	9	The factor is a stressor to some extent
Total	148	283	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	4	The factor is a stressor to some extent
SFS Lecturers	22	44	The factor is a stressor to large extent
Regular Readers	16	27	The factor is a stressor to large extent
Professors	12	21	The factor is a stressor to large extent
Total	54	96	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

The response from both the universities was similar and majority of the teachers were dissatisfied on this aspect and overall this was a stressor to large extent. Seniority and rapport with the higher authorities play an important role in consideration of individual views on policy matters, in the case of Bundelkhand University faculty members.

4. d. Awareness about latest advances in area of Specialization

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	23	36	36	5
Regular Readers	9	91	0	0
Professors	17	50	33	0

	VGE	LE	SE	NA
SFS Lecturers -	17	54	23	7
SFS Readers	29	43	29	0

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	0	25	75	0
Regular Readers	31	31	38	0
Professors	8	75	17	0

	VGE	LE	SE	NA
SFS Lecturers -	14	41	36	9
SFS Readers				

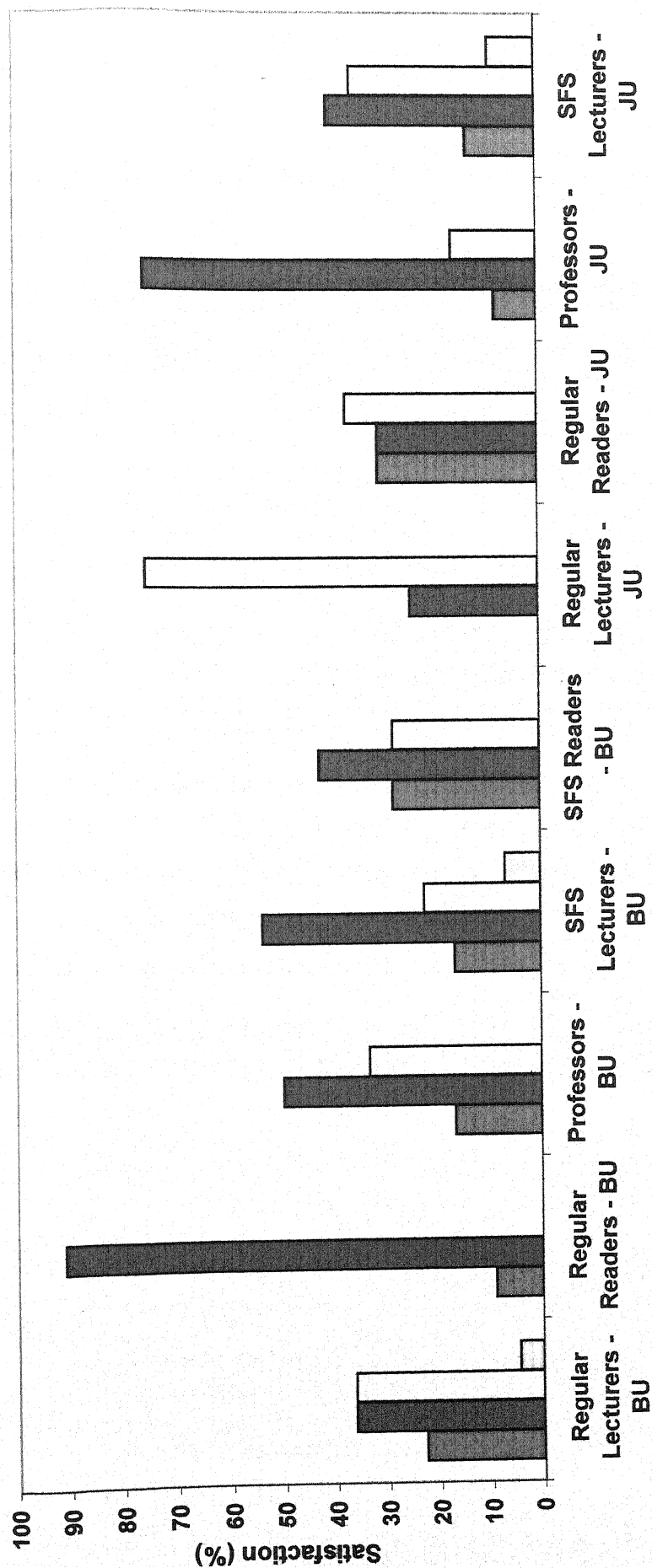
At Bundelkhand University 23% regular lecturers, 17% SFS lecturers, 9% regular readers, 29% SFS readers and 17% professors mentioned that they were well aware of the latest advances in their subject areas to a very great extent. 36% regular lecturers, 54% SFS lecturers, 91% regular readers, 43% SFS readers and 50% professors said that they were aware of the latest advances in their areas of specialization to large extent. 36% regular lectures, 23% SFS lecturers, 29% SFS readers and 33% professors did not responded too enthusiastically. As per 5% regular lectures and 7% SFS lecturers they were not at all aware of the latest advances in their subject areas.

It was observed that the regular lecturers were not too enthusiastic on this aspect as they seemed to be content with the knowledge they had acquired. The other reason was lack of Internet facilities, relevant journals and magazines in central and departmental libraries. The response of SFS lecturers was much higher as they have to keep themselves updated for better career prospects. They were found to be more enthusiastic about the relevant information and advances in their respective field of study.

At Jiwaji University 31% readers, 14% SFS lecturers and 8% professors said that to a very great extent they were aware of the latest advances in their respective field of specialization. 25% regular lecturers, 41% SFS lecturers, 31% readers and 75% professors said that they were well aware of the latest advances taking place in their subject areas to large extent. But 75% regular lecturers, 36% SFS lecturers, 38%

Awareness about latest advances in the area of Specialization

■ VGE ■ LE □ SE □ NA



readers and 17% professors did not respond so enthusiastically and positively. 9% SFS lecturers were not at all aware of the latest advances in their subject areas.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

AWARENESS ABOUT LATEST ADVANCES IN AREA OF SPECIALIZATION

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	27	The factor is a stressor to some extent
SFS Lecturers	102	122	The factor is a stressor to some extent
Regular Readers	11	11	The factor is a stressor to some extent
SFS Readers	7	8	The factor is a stressor to some extent
Professors	6	7	The factor is a stressor to some extent
Total	148	175	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	31	The factor is a stressor to some extent
Regular Readers	16	15	The factor is a stressor to some extent
Professors	12	13	The factor is a stressor to some extent
Total	54	66	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

It was observed that though the faculty members of both the universities were quite aware of the latest advances in their field of specialization yet they were facing stress to some extent on this aspect. The reason could be lack of proper reference material, books journals or internet facilities.

4. e. Ability to handle latest technology and tools

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	9	55	32	5
Regular Readers	0	73	18	9
Professors	17	17	67	0

	VGE	LE	SE	NA
SFS Lecturers -	15	51	22	13
SFS Readers	29	29	42	0

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	0	75	25	0
Regular Readers	31	31	38	0
Professors	0	33	58	8

	VGE	LE	SE	NA
SFS Lecturers	18	36	32	14
SFS Readers				

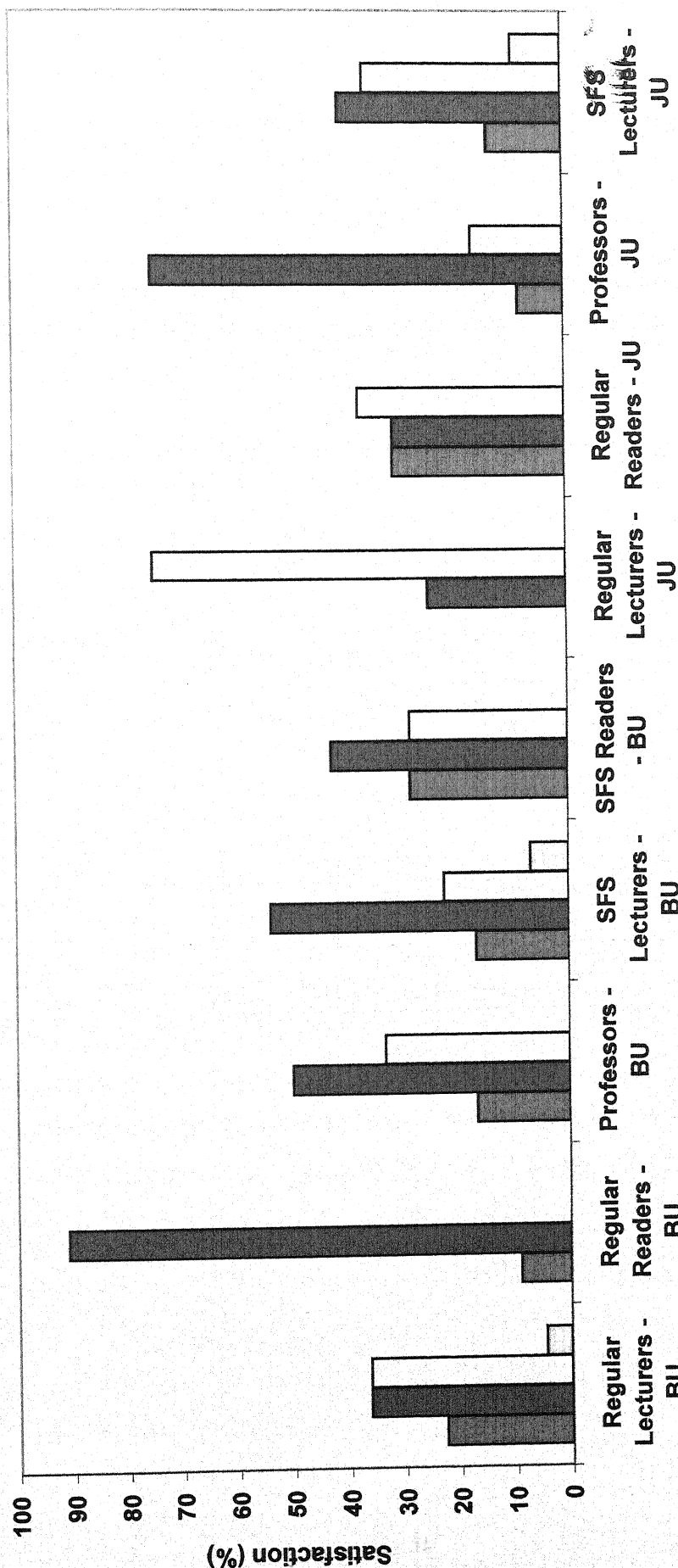
At Bundelkhand University 9% regular lecturers, 15% SFS lecturers, 29% SFS readers and 17% professors said that they could handle the latest technology tools to a very great extent. 55% regular lecturers, 51% SFS lecturers, 73% regular readers and 29% SFS readers said that to a large extent they could handle the latest technology tools. 32% regular lecturers, 22% SFS lecturers, 18% regular readers, 43% SFS readers and 67% professors were not so positive in their response. 5% regular lecturers, 14% SFS lecturers and 9% regular readers said that they could not handle the latest technology tools at all.

The percentage of response was quite satisfactory to some extent. There was lack of latest technology tools in some departments due to unavoidable reasons. The Engineering & Technology, Basic and Life Sciences departments needed latest technology to apprise the teachers and students about their use and benefits. Only 58% SFS readers responded positively. The reason might be non-availability of tools as well as inability to access the tools. Only 34% professors said that they were able to handle the latest technology tools. It was observed in some cases that having attained saturation in their career they did not feel the need to learn new technologies. There was one more factor that being too busy with the administrative duties they were not able to find time to learn new technologies.

At Jiwaji University 31% readers and 18% SFS lecturers said that they were able to handle the latest technology tools to a very great extent. 75% regular lecturers, 36% SFS lecturers, 31% readers and 33% professors said that to a large extent they could

Ability to handle latest technology/ automation tools

■ VGE ■ LE □ SE □ NA



handle the latest technology tools. 25% regular lecturers, 32% SFS lecturers, 38% readers and 58% professors were not too positive and said that to some extent they were aware about the latest technology tools and their use. 14% SFS lecturers and 8% professors said that they were unable to handle the latest technology tools.

The SFS lecturers seemed to be less motivated being on purely contractual jobs for a limited period. The readers and professors were more involved in administrative duties and found little time to learn about new technologies.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

ABILITY TO HANDLE LATEST TECHNOLOGY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	29	The factor is a stressor to some extent
SFS Lecturers	102	135	The factor is a stressor to some extent
Regular Readers	11	15	The factor is a stressor to some extent
SFS Readers	7	8	The factor is a stressor to some extent
Professors	6	9	The factor is a stressor to some extent
Total	148	196	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	5	The factor is a stressor to some extent
SFS Lecturers	22	31	The factor is a stressor to some extent
Regular Readers	16	17	The factor is a stressor to some extent
Professors	12	21	The factor is a stressor to large extent
Total	54	74	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

The response of teachers in both universities was more or less same and the factor was a stressor to some extent. Majority of Professors may be experiencing stress due to their inability to handle latest technology and tools.

4. f. Conduciveness of environment for growth

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	5	23	41	32
Regular Readers	0	18	64	18
Professors	0	50	50	0

	VGE	LE	SE	NA
SFS Lecturers -	4	14	53	29
SFS Readers	0	14	57	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	50	25
Regular Readers	6	44	38	13
Professors	8	67	17	8

	VGE	LE	SE	NA
SFS Lecturers -	5	23	55	18
SFS Readers				

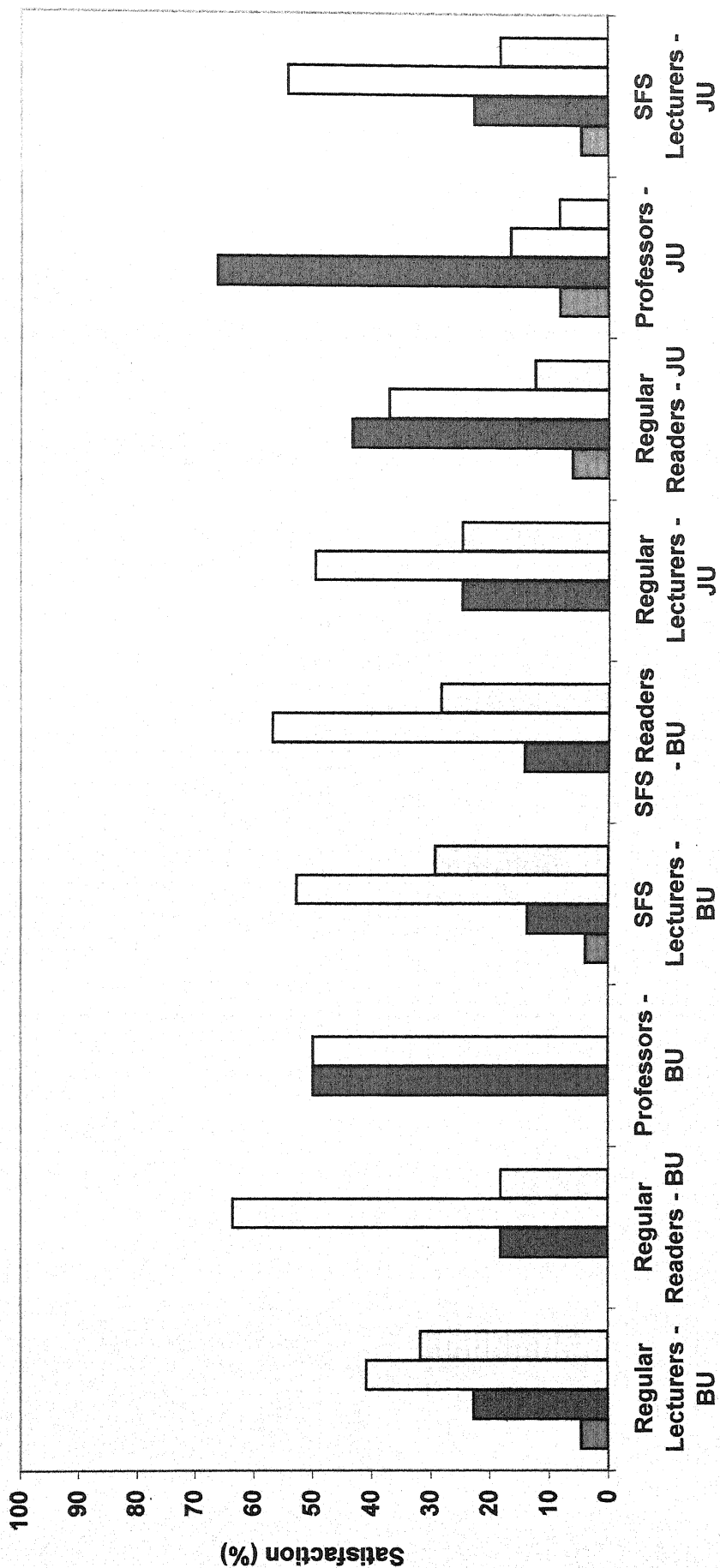
At Bundelkhand University as per 5% regular lecturers and 4% SFS lecturer, the environment of the university was conducive to their academic growth to a very great extent. 23% regular lecturers, 14% SFS lecturers, 18% regular readers, 14% SFS readers and 50% professors said that to a large extent the environment of the university was conducive to their academic growth. 41% regular lecturers, 53% SFS lecturers, 64% regular readers, 57% SFS readers and 50% professors said that the environment of the university was conducive to their academic growth to some extent only. 32% regular lecturers, 29% SFS lecturers, 18% regular readers and 29% SFS readers were of the opinion that the environment of the university was not at all conducive to their academic growth.

Availability of relevant books and journals, labs and equipments, internet facilities, opportunities to attend conferences, orientation courses, workshops and seminars, research facilities are the components of motivating academic environment apart from good policies and quality of students.

At Jiwaji University only 5% SFS lectures, 6% readers and 8% professors said that the environment of the university was conducive to their academic growth to a very great extent. As per 25% regular lectures, 23% SFS lecturers, 44% readers and 67% professors, to large extent the environment of the university was conducive to academic growth. But 50% regular lectures, 55% SFS lecturers, 38% readers and 17% professors were not very optimistic and positive. 25% regular lectures, 18%

Conduciveness of University Environment for Academic Growth

■ VGE ■ LE □ SE □ NA



SFS lecturers, 13% readers and 8% professors said that the environment of the university was not at all conducive to their academic growth.

The response of the professors was more positive towards the conduciveness of university environment as they had less teaching workload and they also had the access to the infrastructural facilities for research. They were getting the secretarial assistance for routine office work and had more time to devote to research and development.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

CONDUCTIVENESS OF ENVIRONMENT FOR GROWTH

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	44	The factor is a stressor to large extent
SFS Lecturers	102	210	The factor is a stressor to large extent
Regular Readers	11	22	The factor is a stressor to some extent
SFS Readers	7	16	The factor is a stressor to some extent
Professors	6	9	The factor is a stressor to some extent
Total	148	301	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	41	The factor is a stressor to large extent
Regular Readers	16	25	The factor is a stressor to large extent
Professors	12	16	The factor is a stressor to some extent
Total	54	90	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

The data suggests that in both the universities, overall this factor was a stressor to large extent.

4. g. Enhancement of self-esteem through job

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	18	45	23	14
Regular Readers	0	45	45	9
Professors	33	50	17	0

	VGE	LE	SE	NA
SFS Lecturers	11	27	48	14
SFS Readers	14	29	43	14

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	25	50	0
Regular Readers	38	31	31	0
Professors	25	50	25	0

	VGE	LE	SE	NA
SFS Lecturers	18	32	45	5
SFS Readers				

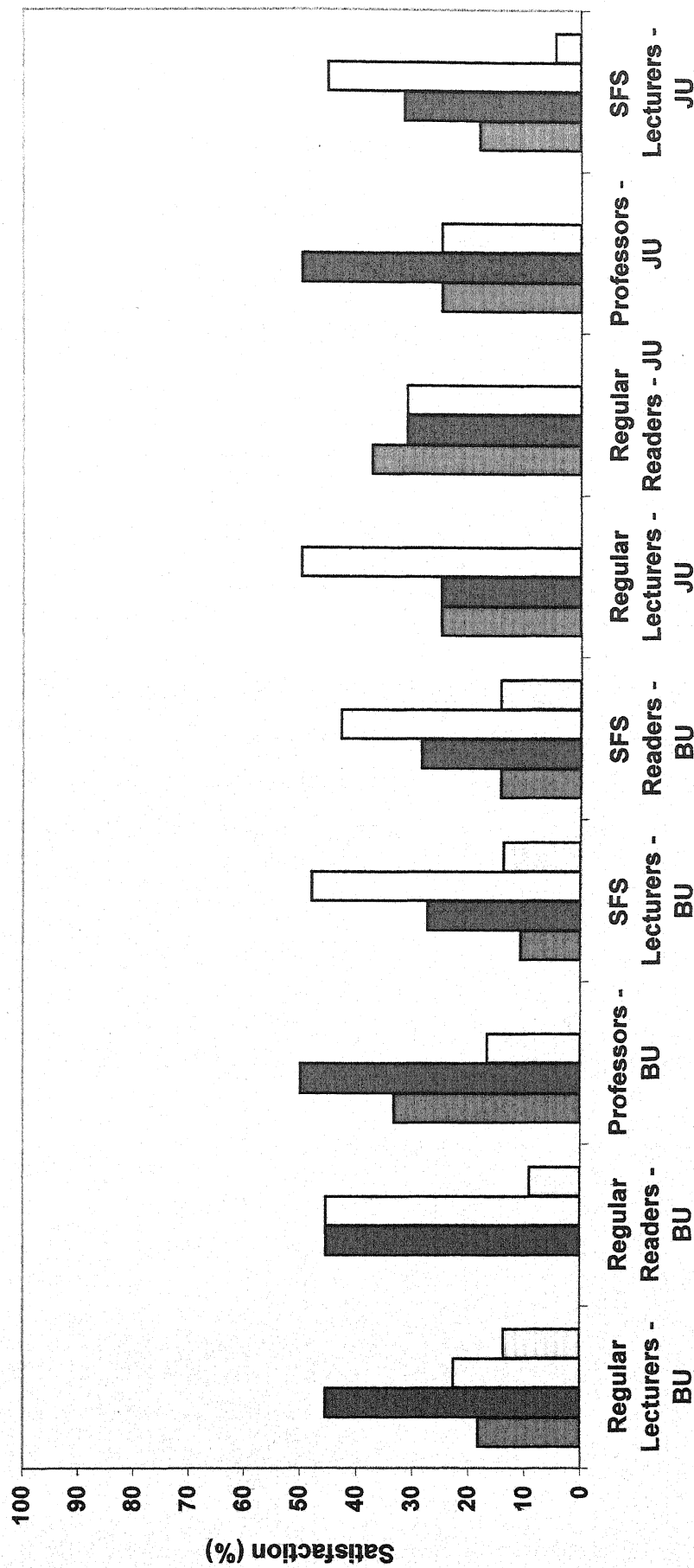
At Bundelkhand University 18% regular lecturers, 11% SFS lecturers, 14% SFS readers and 33% professors responded that their job had enhanced their self-esteem to a very great extent. 45% regular lecturers, 27% SFS lecturers, 45% regular readers, 29% SFS readers and 50% professors said that to large extent their present job had enhanced their self-esteem. 23% regular lecturers, 48% SFS lecturers, 45% regular readers, 43% SFS readers and 17% professors did not seem to be much positive. 14% regular lecturers, 14% SFS lecturers, 9% regular readers and 14% SFS readers said that their present job had not enhanced their self-esteem at all.

Self-esteem is directly linked with job satisfaction. When one does not get desired results and motivation from the job, it damages the self-esteem. Timely promotion, impartial performance appraisal policy and image of the organization in the society, enhances the self-esteem and job satisfaction.

At Jiwaji University 25% regular lecturers, 18% SFS lecturers, 38% readers and 25% professors responded that their job had enhanced their self-esteem to a very great extent. 25% regular lecturers, 32% SFS lecturers, 31% readers and 50% professors said that to a large extent, their present job had enhanced their self-esteem. However, 50% regular lecturers, 45% SFS lecturers, 31% readers and 25% professors were not so positive in their response. 5% SFS lecturers said that their job had not enhanced their self esteem at all.

Job enhances self-esteem

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

ENHANCEMENT OF SELF-ESTEEM THROUGH JOB

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	29	The factor is a stressor to some extent
SFS Lecturers	102	168	The factor is a stressor to large extent
Regular Readers	11	18	The factor is a stressor to large extent
SFS Readers	7	11	The factor is a stressor to some extent
Professors	6	5	The factor is not a stressor
Total	148	231	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	5	The factor is a stressor to some extent
SFS Lecturers	22	30	The factor is a stressor to some extent
Regular Readers	16	15	The factor is a stressor to some extent
Professors	12	12	The factor is a stressor to some extent
Total	54	62	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

This factor was overall a stressor to large extent in Bundelkhand University whereas to some extent in Jiwaji University. The cause for this difference was the negative response of SFS lecturers of Bundelkhand University.

4. h. Reliability of colleagues for counseling

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	23	23	41	14
Regular Readers	18	36	18	27
Professors	33	50	17	0

	VGE	LE	SE	NA
SFS Lecturers -	11	24	45	21
SFS Readers	14	43	43	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	100	0
Regular Readers	19	31	38	13
Professors	25	25	42	8

	VGE	LE	SE	NA
SFS Lecturers	18	36	32	14
SFS Readers				

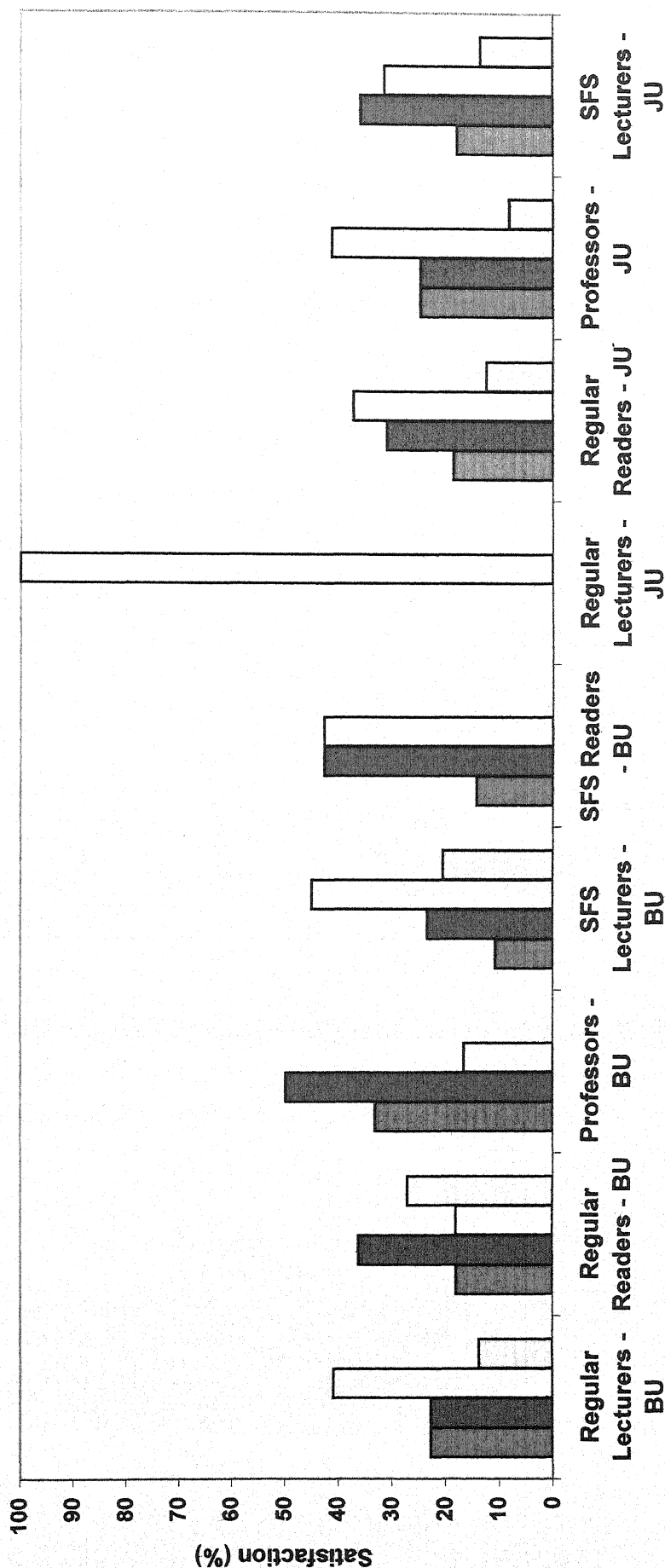
At Bundelkhand University 23% regular lecturers, 11% SFS lecturers, 18% regular readers, 14% SFS readers and 33% professors said that they could rely on their colleagues and Head of the department for consulting personal and professional problems to a very great extent. 23% regular lecturers, 24% SFS lecturers, 36% regular readers, 43% SFS readers and 50% professors said that to a large extent they could rely on their colleagues and HOD for consulting on personal and professional problems. However, 41% regular lecturers, 45% SFS lectures, 18% regular readers, 43% SFS readers and 17% professors were not so optimistic and positive in this regard and said that they could rely on their HOD and colleagues to some extent only. 14% regular lecturers, 21% SFS lecturers and 27% regular readers said that they did not rely at all on their colleagues and HOD for consultation on personal and professional problems. The response of SFS lecturers was more negative.

The work stress and other problems can be tackled by sharing and caring to a great extent. If the colleagues and supervisors are humanistic and open, the working becomes relaxed and smooth. While working away from the hometowns one looks forward to the colleagues and HODs for counseling on many problems as most of our time is spent at work only.

At Jiwaji University 19% readers, 18% SFS lectures and 25% professors said that they could rely on their HODs and colleagues for consulting on professional and personal problems to a great extent. 31% readers, 36% SFS lecturers and 25% professors said that to large extent they could rely on their colleagues and HODs for

Reliability of Colleagues for Counseling

■ VGE ■ LE □ SE □ NA



consulting on professional and personal problems. However 100% regular lecturers, 32% SFS lecturers, 38% readers and 42% professors did not respond positively and said that they consult their HODs and colleagues to some extent only. 13% readers, 14% SFS lecturers and 8% professors did not consult their HODs and colleagues at all.

Faith begets faith. The environment, in which nobody relies on each other for small problems, creates stress and anxiety in the minds of employees.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

RELIABILITY OF COLLEAGUES FOR COUNSELING

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	32	The factor is a stressor to some extent
SFS Lecturers	102	179	The factor is a stressor to large extent
Regular Readers	11	17	The factor is a stressor to some extent
SFS Readers	7	9	The factor is a stressor to some extent
Professors	6	5	The factor is not a stressor
Total	148	242	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	31	The factor is a stressor to some extent
Regular Readers	16	23	The factor is a stressor to some extent
Professors	12	16	The factor is a stressor to some extent
Total	54	78	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

The reliability of colleagues for counseling was overall a stressor to large extent at Bundelkhand University but to some extent at Jiwaji University.

4. i. Approach of Administration is impartial

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	36	36	27
Regular Readers	0	18	55	27
Professors	17	50	33	0

	VGE	LE	SE	NA
SFS Lecturers	9	19	51	22
SFS Readers	14	14	43	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	50	50
Regular Readers	13	31	50	6
Professors	8	9	50	33

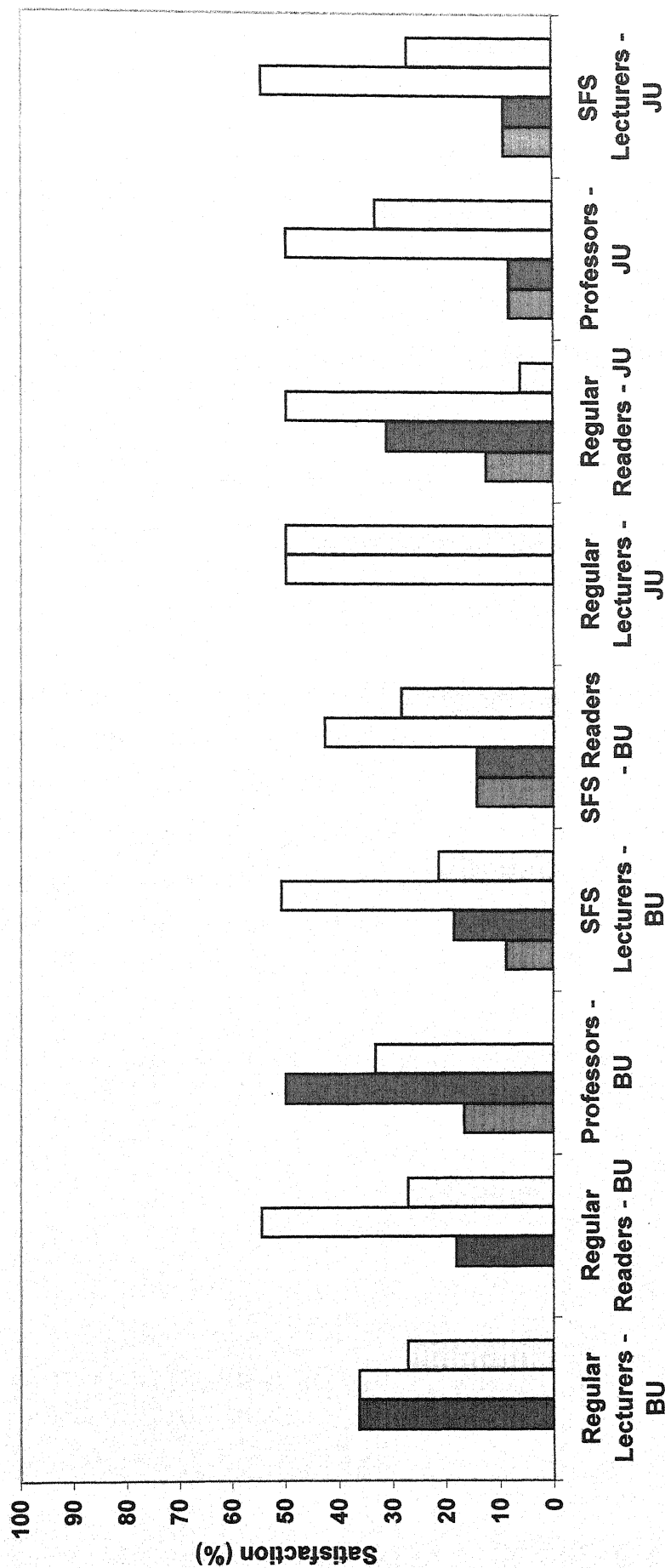
	VGE	LE	SE	NA
SFS Lecturers -	9	9	55	27
SFS Readers				

At Bundelkhand University, 9% SFS lecturers, 14% SFS readers and 17% professors told that the university administration was impartial in its approach to a very great extent. As per 36% regular lecturers, 19% SFS lecturers, 18% regular readers, 14% SFS readers and 50% professors, the administration was impartial in its approach to large extent. 36% regular lecturers, 51% SFS lecturers, 55% regular readers 43% SFS readers and 33% professors were not too positive in their response. 27% regular lecturers, 22% SFS lecturers, 27% SFS readers and 29% SFS readers said that the administration was not at all impartial in its approach.

At Jiwaji University, 13% readers, 9% SFS lecturers and 8% professors said that the administration was impartial in its approach to a very great extent. As per 9% SFS lecturers, 31% readers and 9% professors the administration was impartial in its approach to a large extent. 50% regular lecturers, 55% SFS lecturers, 50% readers and 50% professors did not respond too positively. 50% regular lecturers, 27% SFS lecturers, 6% readers and 33% professors said that the administration was not impartial at all.

University Administration is Impartial in its approach

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

PARTIALITY IN THE APPROACH OF ADMINISTRATION

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	42	The factor is a stressor to large extent
SFS Lecturers	102	189	The factor is a stressor to large extent
Regular Readers	11	23	The factor is a stressor to large extent
SFS Readers	7	13	The factor is a stressor to large extent
Professors	6	7	The factor is a stressor to some extent
Total	148	274	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	10	The factor is a stressor to a very great extent
SFS Lecturers	22	44	The factor is a stressor to large extent
Regular Readers	16	24	The factor is a stressor to some extent
Professors	12	25	The factor is a stressor to large extent
Total	54	103	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Groupism, casteism, regionality, favourism and red-tapism prevail in almost every govt. sector. State universities are not an exception to it and it was evident from the negative response of the faculty members of both universities. Such practices were generating dissatisfaction and frustration amongst the teaching faculty and were an overall stressor to large extent in both the universities.

4.j. Vice Chancellor has a open door policy

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	5	15	45	35
Regular Readers	0	24	64	12
Professors	33	44	22	0

	VGE	LE	SE	NA
SFS Lecturers -	10	24	45	21
SFS Readers	14	38	19	29
Professors				

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	33	42
Regular Readers	6	6	42	46
Professors	8	22	39	31

	VGE	LE	SE	NA
SFS Lecturers -	8	8	56	29
SFS Readers				
Professors				

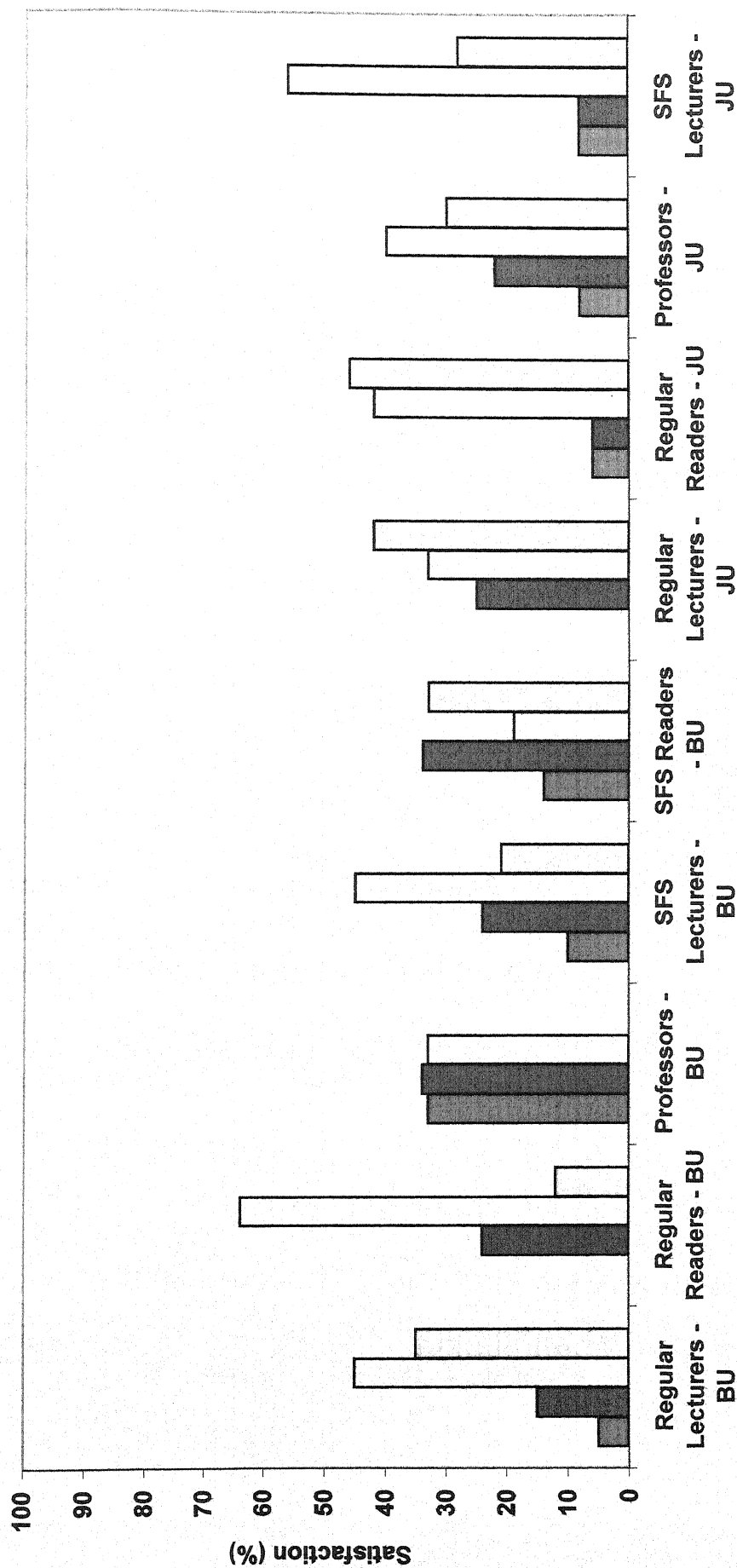
At Bundelkhand University, as per 5% regular lecturers, 10 % SFS lecturers, 14% SFS readers and 33% professors the VC believed in open door policy to a very great extent. According to 15% regular lecturers, 24% SFS lecturers, 24% regular readers, 38% SFS readers and 44% professors the VC believed in open door policy to large extent. 45% regular lecturers, 45% SFS lecturers, 64% regular readers and 19% SFS readers were not too optimistic and told that the VC has an open door policy to some extent only. 35% regular lecturers, 21% SFS lecturers, 12% regular readers and 29% SFS readers did not responded positively at all.

The response of professors was more positive. Being the regular faculty members and HODs they were more close to the Vice Chancellor and their view points were being given more consideration. Only a few readers who were also the Coordinators of their respective courses, responded positively.

At Jiwaji University, as per 6% readers, 8% SFS lecturers and 8% professors, the VC believed in open door policy to a very great extent. 25% regular lecturers, 8% SFS lecturers, 6% readers and 22% professors were of the opinion that to large extent the VC has an open door policy on administrative and policy matters. 33% regular lectures, 56% SFS lecturers, 42% readers and 39% professors were not so positive and responded that to some extent VC had an open door policy to contact him on policy and administrative matters. 42% regular lectures, 29% SFS lecturers, 46% readers and 31% professors did not respond positively at all on the matter.

The belief of VC in Open Door Policy

■ VGE ■ LE □ SE □ NA



It was observed that a considerable number of the professors were not so positive in their response on this aspect. As the Vice Chancellor had joined only recently, the professors were not so familiar with the working style of the new authority.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

VICE CHANCELLOR'S OPEN DOOR POLICY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	46	The factor is a stressor to large extent
SFS Lecturers	102	199	The factor is a stressor to large extent
Regular Readers	11	20	The factor is a stressor to large extent
SFS Readers	7	13	The factor is a stressor to large extent
Professors	6	11	The factor is a stressor to large extent
Total	148	289	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	48	The factor is a stressor to large extent
Regular Readers	16	24	The factor is a stressor to some extent
Professors	12	13	The factor is a stressor to some extent
Total	54	93	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

The responses related to Vice Chancellor's open door policy revealed that this was an overall stressor to large extent in both the universities.

4.k. Frequent Contact with other Faculty members adversely affect productive hours.

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	18	55	27
Regular Readers	0	45	36	18
Professors	17	17	67	0

	VGE	LE	SE	NA
SFS Lecturers -	5	12	45	38
SFS Readers	0	14	43	43

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	50	50
Regular Readers	6	25	50	19
Professors	17	0	33	50

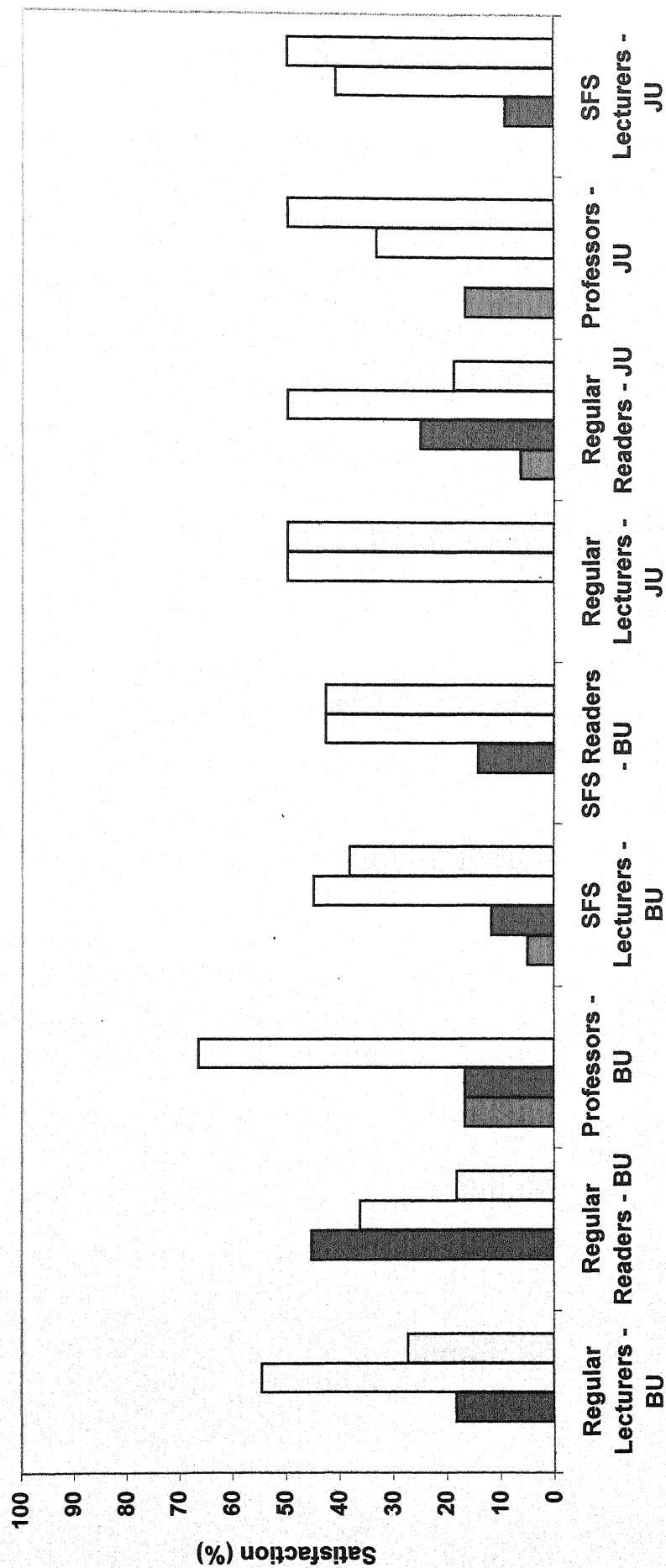
	VGE	LE	SE	NA
SFS Lecturers -	0	9	41	50
SFS Readers				

At Bundelkhand University, as per 17% professors and 5% SFS lecturers, frequent contacts and unnecessary gatherings with the faculty members reduced their productive hours to a very great extent. According to 18% regular lecturers, 12% SFS lecturers, 45% regular readers, 14% SFS readers and 17% professors, unnecessary gatherings and frequent contacts with the faculty members within and outside the department reduced their productive academic hours to large extent. 55% regular lecturers, 45% SFS lecturers, 36% regular readers, 43% SFS readers and 67% professors said that not too much but to some extent the frequent contact and unnecessary gatherings of faculty members reduced their productive hours. 27% regular lecturers, 38% SFS lecturers, 18% regular readers and 43% SFS readers said that the frequent contacts and unnecessary gatherings did not affect their academic activities.

At Jiwaji University as per 6% readers and 17% professors frequent contacts and unnecessary gatherings reduced their productive hours to a very great extent. According to 25% readers and 9% SFS lecturers the gatherings and frequent contacts with faculty members reduced their productive hours to large extent. 50% regular lecturers, 41% SFS lecturers, 50% readers and 33% professors said that they do not feel too much affected on this aspect. 50% regular lecturers, 50% SFS lecturers, 19% readers and 50% professors did not have any complain at all.

Adverse affect of frequent contact on productive hours

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

ADVERSE EFFECT OF FREQUENT CONTACT WITH OTHER FACULTY MEMBERS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	20	The factor is a stressor to some extent
SFS Lecturers	102	88	The factor is a stressor to some extent
Regular Readers	11	14	The factor is a stressor to some extent
SFS Readers	7	5	The factor is not a stressor at all
Professors	6	9	The factor is a stressor to some extent
Total	148	136	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	2	The factor is not a stressor at all
SFS Lecturers	22	13	The factor is not a stressor at all
Regular Readers	16	19	The factor is a stressor to some extent
Professors	12	10	The factor is a stressor to some extent
Total	54	44	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

Frequent contact with other faculty members was affecting productive hours of the teachers of both the universities to some extent only and it was not a major stressor.

4.1. Department is free of politics

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	32	45	23
Regular Readers	9	18	45	27
Professors	0	33	50	17

	VGE	LE	SE	NA
SFS Lecturers -	13	19	38	30
SFS Readers	0	43	43	14

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	75	0
Regular Readers	19	13	56	13
Professors	8	8	58	25

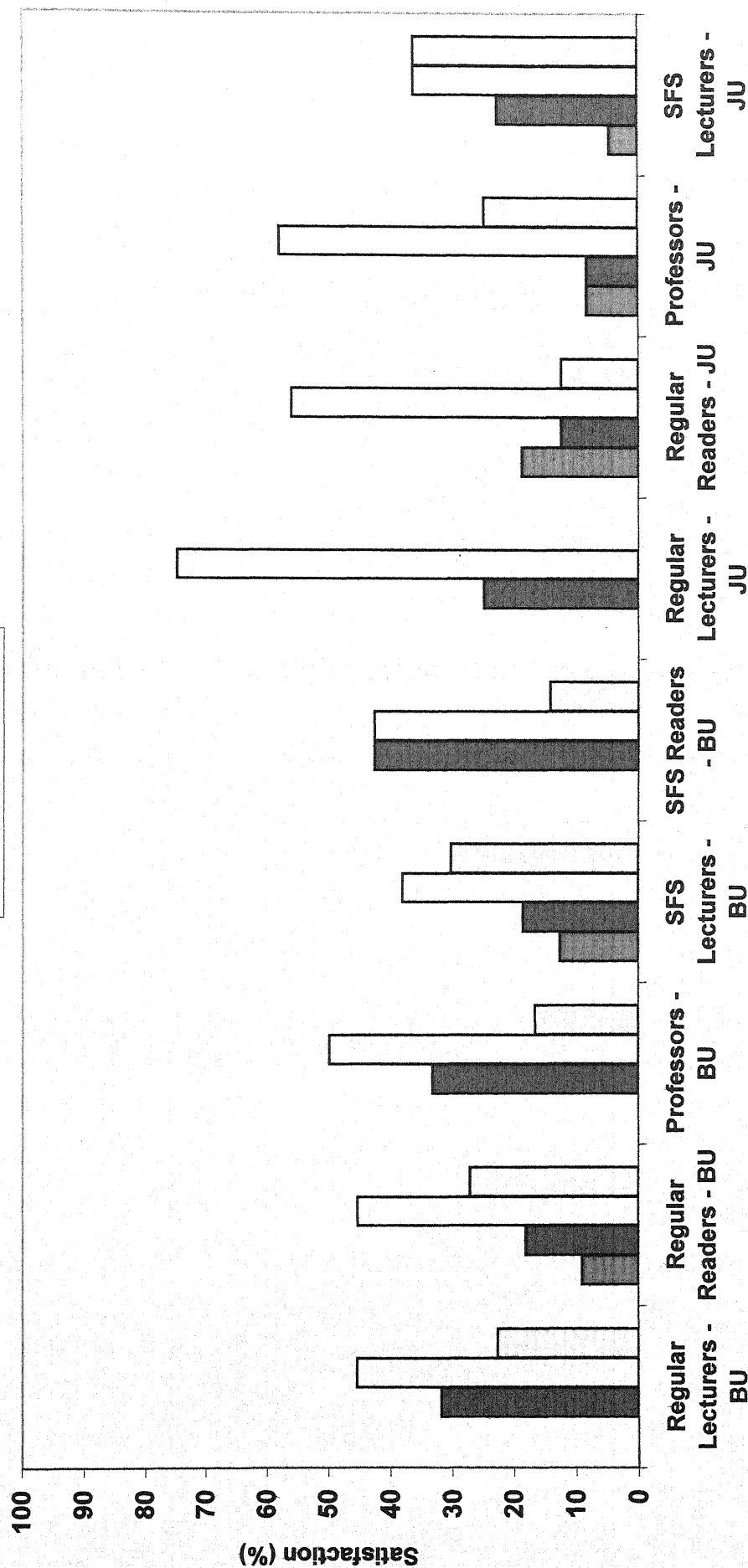
	VGE	LE	SE	NA
SFS Lecturers -	5	23	36	36
SFS Readers				

At Bundelkhand University as per 9% regular readers and 13% SFS lecturers politics existed in their department to a very great extent. As per 32% regular lecturers, 19% SFS lecturers, 18% regular readers, 43% SFS readers and 33% professors, to large extent politics existed in their department. As per 45% regular lecturers, 38% SFS lecturers, 45% regular readers, 43% SFS readers and 50% professors the politics existed in a moderate level in their departments. According to 23% regular lecturers, 30% SFS lecturers, 27% regular reader, 14% SFS readers and 17% professors no politics existed in their departments.

At Jiwaji University, 5% SFS lecturers, 19% readers and 8% professors complained of politics in their departments to a very great extent. As per 25% regular lecturers, 23% SFS lecturers, 13% regular readers and 8% professors, politics existed in their departments to large extent. According to 75% regular lecturers, 36% SFS lecturers, 56% regular readers and 58% professors the politics in their departments was moderately present. As per 13% readers, 36% SFS lecturers and 25% professors no politics existed in their departments.

Existence of politics in Department

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

POLITICS IN DEPARTMENT

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	42	The factor is a stressor to large extent
SFS Lecturers	102	187	The factor is a stressor to large extent
Regular Readers	11	21	The factor is a stressor to large extent
SFS Readers	7	12	The factor is a stressor to large extent
Professors	6	11	The factor is a stressor to large extent
Total	148	273	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	45	The factor is a stressor to large extent
Regular Readers	16	26	The factor is a stressor to large extent
Professors	12	24	The factor is a stressor to large extent
Total	54	102	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

It was observed that politics at the place of work was overall a stressor to large extent for faculty members of both the universities.

5. a. Satisfaction with Power supply in office

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	14	27	59
Regular Readers	0	18	45	36
Professors	17	0	33	50

	VGE	LE	SE	NA
SFS Lecturers -	2	10	39	49
SFS Readers	0	0	57	43

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	50	25
Regular Readers	6	25	31	38
Professors	0	25	50	25

	VGE	LE	SE	NA
SFS Lecturers -	18	9	59	14
SFS Readers				

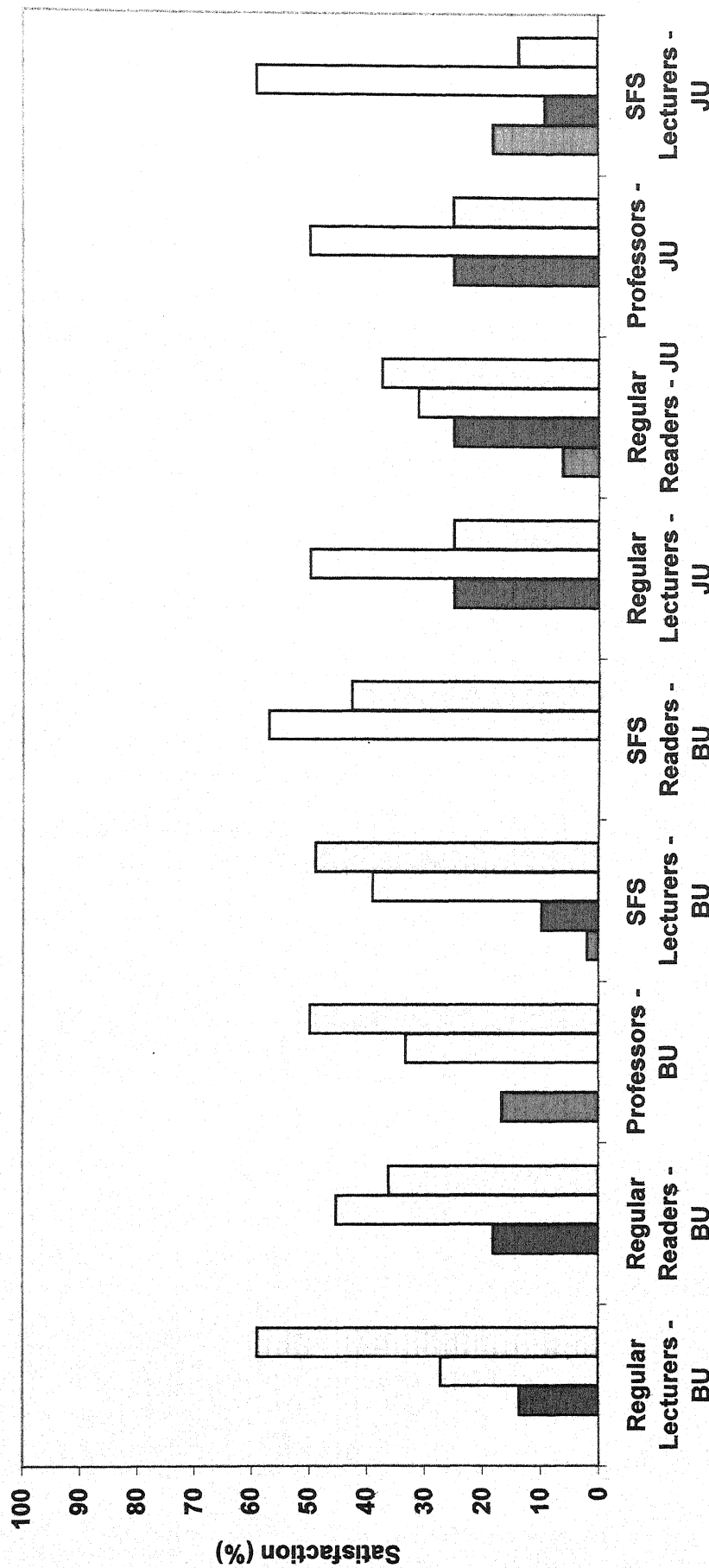
At Bundelkhand University only 17% professors and 2% SFS lecturers were satisfied with the power supply to a great extent. 14% regular lecturers, 10% SFS lecturers, 18% regular readers, said that to a large extent they were satisfied with the power supply in their offices or work-stations. 27% regular lecturers, 39% SFS lecturers, 45% regular readers, 57% SFS readers and 33% professors did not respond positively. 59% regular lecturers, 49% SFS lecturers, 36% regular readers, 43% SFS readers and 50% professors were not satisfied with the power position at all.

Long power cuts were a phenomenon of UP cities. There was no provision of separate generators or inverters in the faculties/departments by the university authorities. Jhansi has a hot climate for most of the year except three months of winter. These power cuts affected the routine work of teachers and increased inconveniences. Only a few faculties were provided with separate generator or inverter.

At Jiwaji University only 6% readers and 18% SFS lecturers were satisfied with the power supply to a very great extent. 25% regular lecturers, 9% SFS lecturers, 25% readers and 25% professors were comfortable with the power supply in their offices to a large extent. 50% regular lecturers, 59% SFS lecturers, 31% readers and 50% professors were not so positive in their response. 25% regular lecturers, 14% SFS lecturers, 38% readers and 25% professors were not happy at all with the power supply in the University.

Satisfaction with the Power Supply in Office

■ VGE ■ LE □ SE □ NA



As far as power supply is concerned Gwalior was also not an exception for power problems. The university being funded by the state govt., there was no provision for separate generators for each faculty.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

POWER SUPPLY IN OFFICE

Bundelkhand University	Respondents	Rating	Finding
Regular Lecturers	22	54	The factor is a stressor to a very great extent
SFS Lecturers	102	218	The factor is a stressor to large extent
Regular Readers	11	24	The factor is a stressor to large extent
SFS Readers	7	17	The factor is a stressor to a very great extent
Professors	6	13	The factor is a stressor to large extent
Total	148	326	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	36	The factor is a stressor to large extent
Regular Readers	16	32	The factor is a stressor to large extent
Professors	12	24	The factor is a stressor to large extent
Total	54	100	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Poor power supply in the office was overall a stressor to large extent in both the universities.

5. b. Satisfaction with Power Supply in the Classrooms

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	5	36	59
Regular Readers	0	18	27	55
Professors	0	0	50	50

	VGE	LE	SE	NA
SFS Lecturers -	2	7	48	43
SFS Readers	0	0	71	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	50	25	25
Regular Readers	6	38	19	38
Professors	0	17	58	25

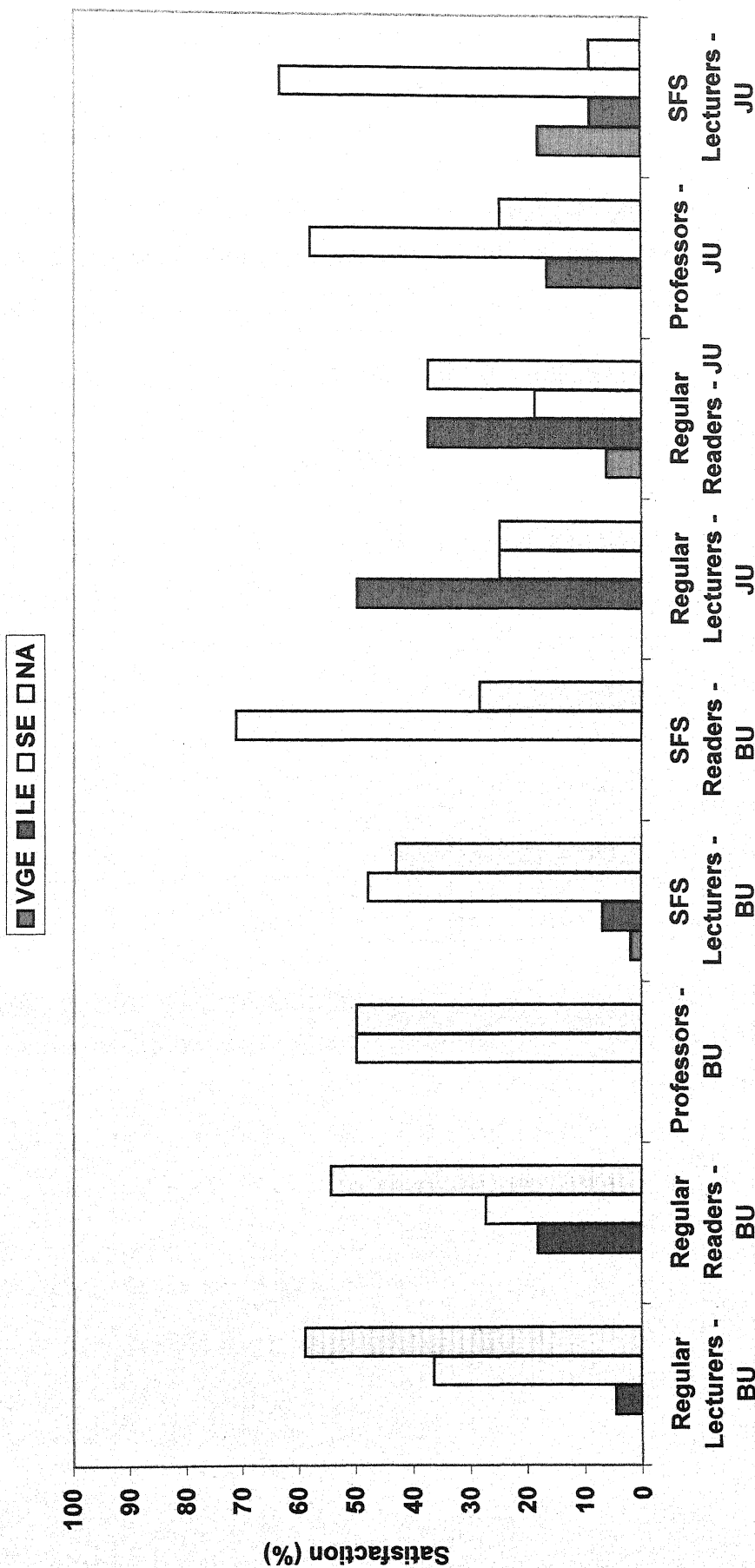
	VGE	LE	SE	NA
SFS Lecturers -	18	9	64	9
SFS Readers				

At Bundelkhand University only 2% SFS lecturers said that they were satisfied with the power supply in class rooms to a great extent. 5% regular lecturers, 7% SFS lecturers and 18% regular readers were satisfied with the power supply in classrooms to a large extent. 36% regular lecturers, 48% SFS lecturers, 27% regular readers, 71% SFS readers and 50% professors were satisfied to some extent only. 59% regular lecturers, 43% SFS lecturers, 55% regular readers, 29% SFS readers and 50% professors were not satisfied at all with the availability of power in classes.

It becomes a torture for the teachers as well as the students to bear the heat during summers for consecutively 4 hours in the classroom. Despite sufficient financial resources and sound budget of SFS courses, due to the indifferent attitude of administrative authorities and mismanagement, no alternate source of power had been provided for smooth working of academic activities. This was affecting the goodwill of the university adversely.

At Jiwaji University only 6% regular readers and 18% SFS lecturers said that they were satisfied with the power supply in classrooms to a very great extent. 50% regular lecturers, 9% SFS lecturers, 38% readers and 17% professors were satisfied with the power supply in classes to a large extent. 25% regular lecturers, 64% SFS

Satisfaction on Power Supply in Class



lecturers, 19% readers and 58% professors did not respond positively. 25% regular lecturers, 9% SFS lecturers, 38% readers and 25% professors expressed their total dissatisfaction with the power supply.

The reason for this response is same – fund constraints and budgetary problems for alternate source of power for a university which is spread over a large geographic area.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

POWER SUPPLY IN THE CLASSROOMS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	56	The factor is a stressor to a very great extent
SFS Lecturers	102	240	The factor is a stressor to a very great extent
Regular Readers	11	26	The factor is a stressor to large extent
SFS Readers	7	16	The factor is a stressor to some extent
Professors	6	15	The factor is a stressor to a very great extent
Total	148	353	Overall the factor is a stressor to a very great extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	36	The factor is a stressor to large extent
Regular Readers	16	30	The factor is a stressor to large extent
Professors	12	25	The factor is a stressor to large extent
Total	54	98	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

The power supply situation in the classrooms was similar to the situation in office i.e. it was very poor. The climate in Jhansi and Gwalior is extremely hot and it was very difficult for teachers to teach and for students to study in classrooms where fans were not operational. This condition was overall a stressor to a very great extent in Bundelkhand University whereas to a large extent in Jiwaji University as the power situation was better at Gwalior.

5. c. Satisfaction with Water Supply in conveniences

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	9	36	55
Regular Readers	0	0	36	64
Professors	0	17	17	67

	VGE	LE	SE	NA
SFS Lecturers -	0	3	24	74
SFS Readers	0	0	29	71

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	50	25	25
Regular Readers	6	19	25	50
Professors	8	25	25	42

	VGE	LE	SE	NA
SFS Lecturers -	18	27	41	14
SFS Readers				

At Bundelkhand University no faculty member was satisfied with the water supply in conveniences to a very great extent. Only 9% regular lecturers, 3% SFS lecturers and 17% professors replied that they are satisfied with the water supply in conveniences to a large extent. 36% regular lecturers, 24% SFS lecturers, 36% regular readers, 29% SFS readers and 17% professors said that to some extent they were satisfied with the water supply in conveniences. 55% regular lecturers, 74% SFS lecturers, 64% regular readers, 71% SFS readers and 67% professors were not at all satisfied with the water supply in conveniences.

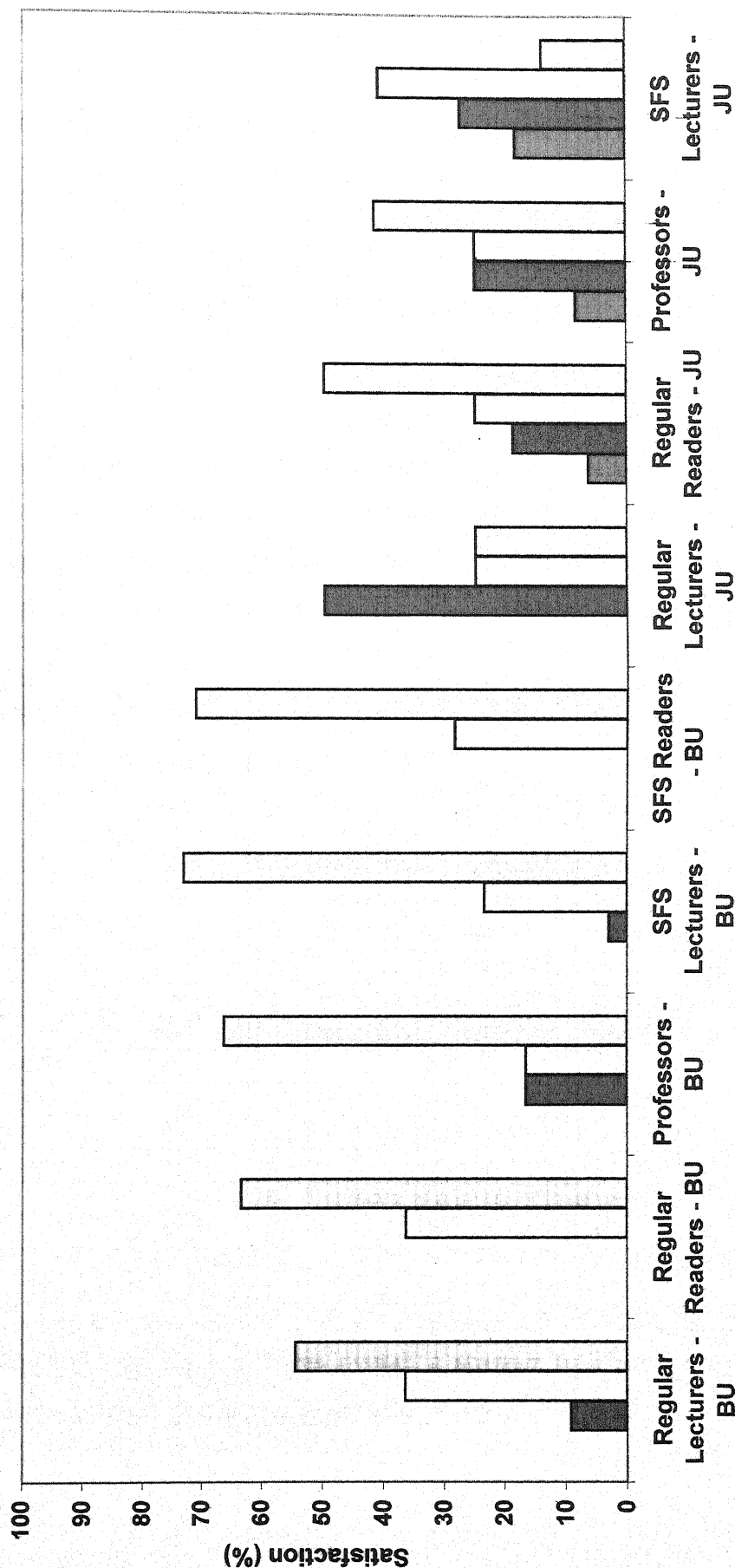
Power and water are complementary to each other. Due to the paucity of power, the water motors could not be operated to pump water and fill the overhead tanks regularly. The conveniences were unhygienic and stinking due to non-availability of water.

This lapse on the part of university administration was affecting the normal academic activities of the university. Mostly the teachers and students were the victim of this carelessness. It resulted into absenteeism and evading classes as it became rather difficult for the students and teachers to attend 4 to 5 periods continuously without attending to the natural calls.

At Jiwaji University, 18% SFS lecturers, 6% readers and 8% professors said that they were satisfied with the water supply in the conveniences to a very great extent. 50% regular lecturers, 27% SFS lecturers, 19% readers and 25% professors said that to a large extent they were comfortable with the water supply in the conveniences.

Satisfaction on Availability of Water in Conveniences

■ VGE ■ LE □ SE □ NA



25% regular lecturers, 41% SFS lecturers, 25% readers and 25% professors did not respond positively. 25% regular lecturers, 14% SFS lecturers, 50% readers and 42% professors were not satisfied at all with the supply of water in conveniences.

The SFS lecturers at Jiwaji University were mostly on contract basis and they come to take the classes assigned to them. They did not stay in the university for longer time. Thus they did not feel much inconvenience about the scarcity of water in conveniences

Generally it is a common factor in state owned govt. universities that no proper attention is paid to the health and hygiene aspect. The conveniences were generally neglected part of routine cleanliness. There was no lack of water in Jiwaji University but the sweepers and concerned workers were not available in every faculty. It was a lapse of university administration and the departments concerned.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WATER SUPPLY IN CONVENIENCES

Bundelkhand University	Respon-dents	Ratin g	Finding
Regular Lecturers	22	54	The factor is a stressor to a very great extent
SFS Lecturers	102	237	The factor is a stressor to a very great extent
Regular Readers	11	29	The factor is a stressor to a very great extent
SFS Readers	7	18	The factor is a stressor to a very great extent
Professors	6	15	The factor is a stressor to a very great extent
Total	148	353	Overall the factor is a stressor to a very great extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	34	The factor is a stressor to some extent
Regular Readers	16	35	The factor is a stressor to large extent
Professors	12	24	The factor is a stressor to large extent
Total	54	100	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Water supply in conveniences was overall a stressor to a very great extent at Bundelkhand University and to a large extent at Jiwaji University.

5. d. Satisfaction with Water supply in labs

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	9	36	55
Regular Readers	0	0	27	73
Professors	0	17	17	67

	VGE	LE	SE	NA
SFS Lecturers -	0	7	26	67
SFS Readers	0	0	43	57

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	50	25
Regular Readers	0	19	25	56
Professors	8	25	33	33

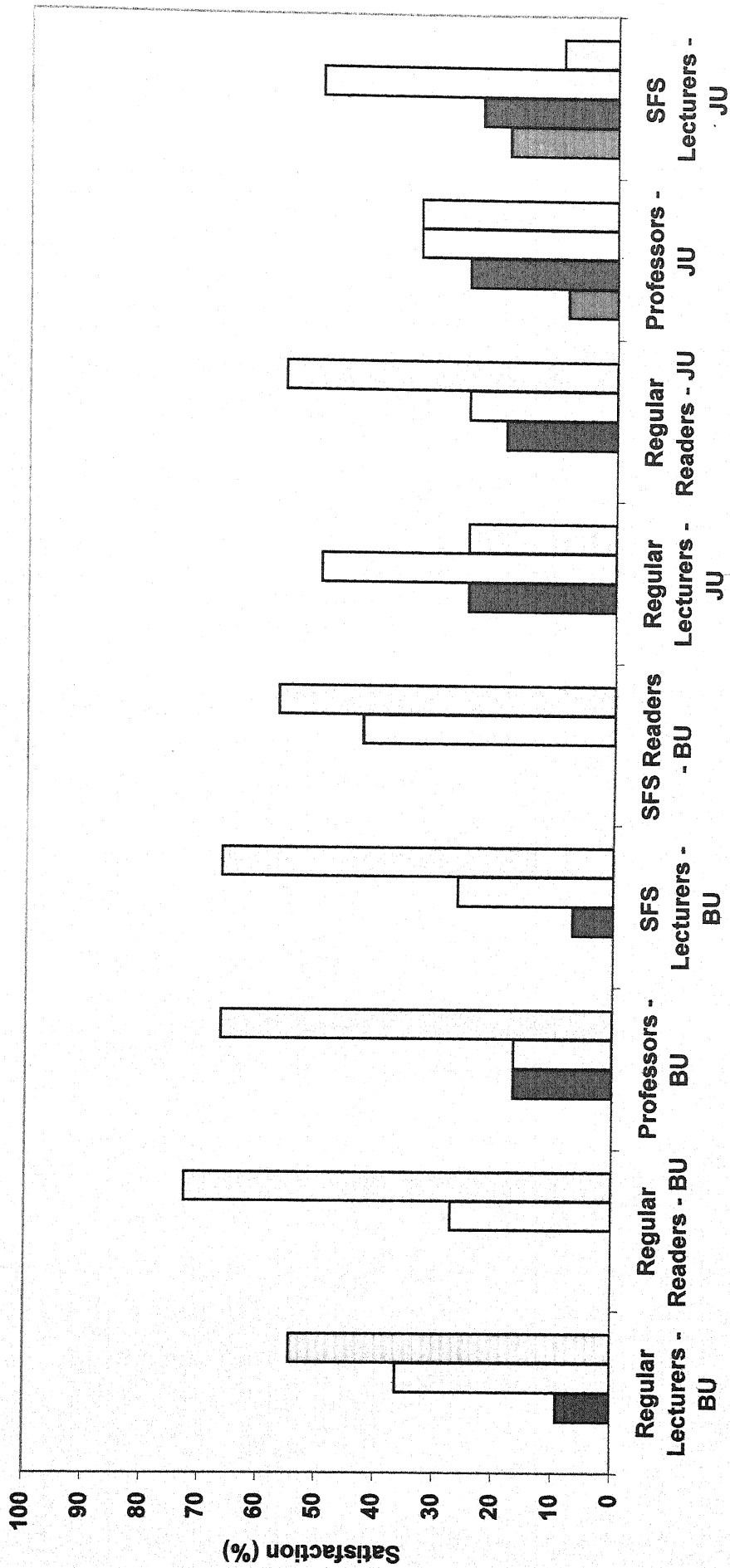
	VGE	LE	SE	NA
SFS Lecturers -	18	23	50	9
SFS Readers				

At Bundelkhand University only 9% regular lecturers, 7% SFS lecturers and 17% professors were satisfied with the water supply in labs. The Deptt/institute of Engineering and Technology, Food technology, Hotel Management, Basic and Life Sciences, Pharmacy and Home science comprised a major part of the university faculty. The labs require regular supply of water for smooth functioning and conducting practicals and research work. Due to the negligence and ignorance of the local authorities as well as university administration the water supply in labs was very poor. The equipments in labs were gathering dust and the labs were not clean. It was adversely affecting performance of the students, research scholars and faculty members.

The situation at Jiwaji University was a bit better. The university was having sufficient supply of water. 8% professors and 18% SFS lecturers informed that they were satisfied with the water supply in the labs to a very great extent. 25% regular lecturers, 23% SFS lecturers, 19% readers and 25% professors were satisfied with the water supply in labs to a large extent. 50% regular lecturers, 50% SFS lecturers, 25% readers and 33% professors were satisfied with the water supply in labs to some extent only. 25% regular lecturers, 9% SFS lecturers, 56% readers and 33% professors were not satisfied at all. It was observed that the water supply was proper in labs as compared to Bundelkhand University.

Satisfaction on availability of water in Labs

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

WATER SUPPLY IN LABS

Bundelkhand University	Respon- dents	Rating	Finding
Regular Lecturers	22	55	The factor is a stressor to a very great extent
SFS Lecturers	102	275	The factor is a stressor to a very great extent
Regular Readers	11	30	The factor is a stressor to a very great extent
SFS Readers	7	18	The factor is a stressor to a very great extent
Professors	6	15	The factor is a stressor to a very great extent
Total	148	393	Overall the factor is a stressor to a very great extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	33	The factor is a stressor to some extent
Regular Readers	16	38	The factor is a stressor to a very great extent
Professors	12	23	The factor is a stressor to large extent
Total	54	102	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Water supply in labs was overall a stressor to a very great extent at Bundelkhand University and to a large extent at Jiwaji University.

5. e. Satisfaction with Cleanliness in Departmental Office

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	5	55	41
Regular Readers	0	9	45	45
Professors	0	0	50	50

	VGE	LE	SE	NA
SFS Lecturers -	1	5	38	56
SFS Readers	0	14	29	57

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	25	25	25
Regular Readers	6	25	44	25
Professors	8	42	42	8

	VGE	LE	SE	NA
SFS Lecturers -	18	18	55	9
SFS Readers				

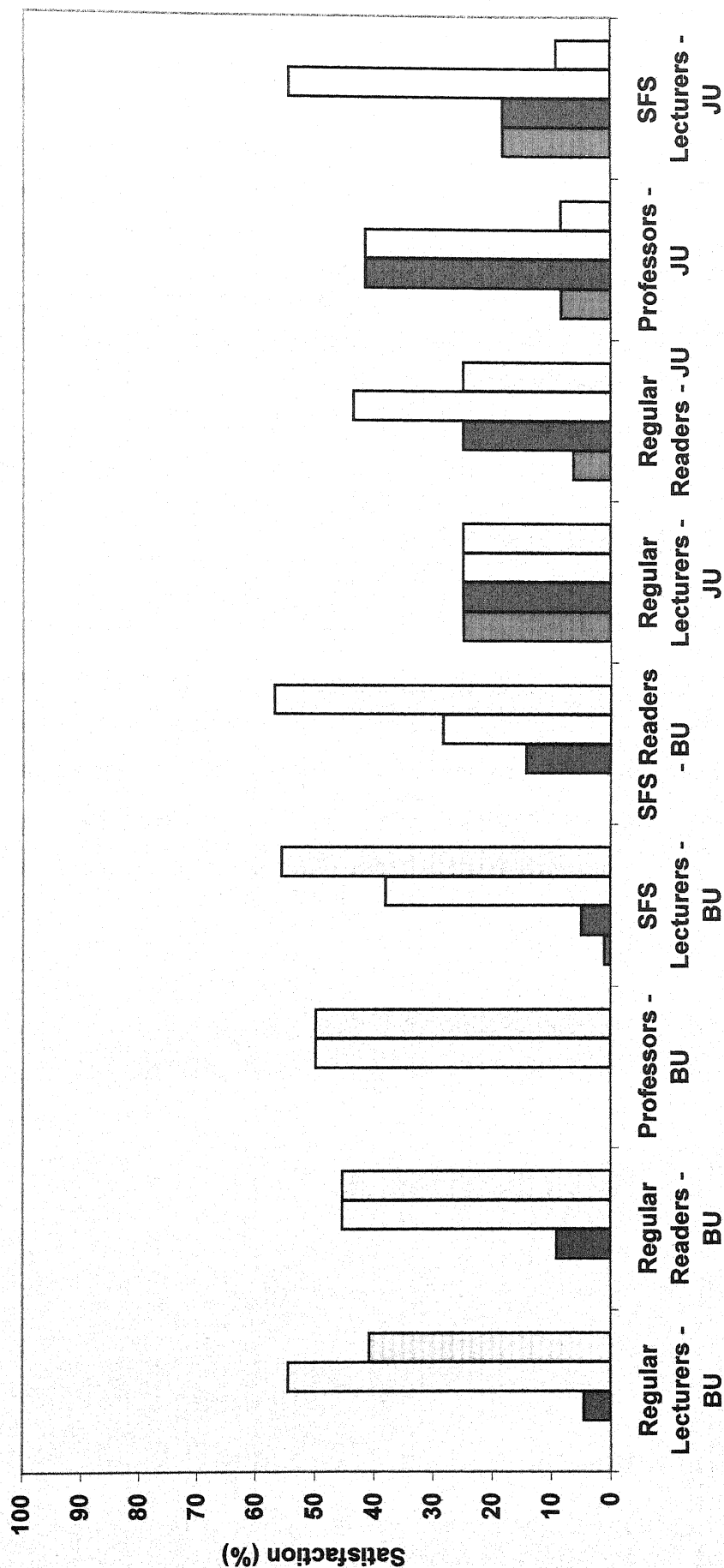
At Bundelkhand University, only 1% SFS lecturers said that they were satisfied with the cleanliness in their office to a great extent. According to 5% regular lecturers, 5% SFS lecturers, 9% regular readers and 14% SFS readers to a large extent they were satisfied with the cleanliness in their offices. 55% regular lecturers, 38% SFS lecturers, 45% regular readers, 29% SFS readers and 50% professors said that they were satisfied with the cleanliness in their offices to some extent only. 41% regular lecturers, 56% SFS lecturers, 45% regular readers, 57% SFS readers and 50% professors were not at all happy with the cleanliness in their offices.

At Bundelkhand University the administration seemed to be indifferent to the cleanliness aspect. Due to the lack of water supply in conveniences and faculties there was lack of cleanliness in offices of faculty members.

At Jiwaji University the situation was a bit better but not so satisfactory. Only 25% regular lecturers, 18% SFS lecturers, 6% readers and 8% professors said that they were satisfied with the cleanliness in their offices to a great extent. 25% regular lectures, 18% SFS lecturers, 25% readers and 42% professors said that they were satisfied with the cleanliness in their offices to a large extent. 25% regular lecturers, 55% SFS lecturers, 44% readers and 42% professors did not respond positively and said that cleanliness is satisfactory to some extent only.

Satisfaction on Cleanliness in Dept. Office

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

CLEANLINESS IN DEPARTMENTAL OFFICE

Bundelkhand University	Respon- dents	Rating	Finding
Regular Lecturers	22	52	The factor is a stressor to a very great extent
SFS Lecturers	102	264	The factor is a stressor to a very great extent
Regular Readers	11	26	The factor is a stressor to large extent
SFS Readers	7	17	The factor is a stressor to a very great extent
Professors	6	15	The factor is a stressor to a very great extent
Total	148	374	Overall the factor is a stressor to a very great extent
Jiwaji University			
Regular Lecturers	4	6	The factor is a stressor to some extent
SFS Lecturers	22	34	The factor is a stressor to some extent
Regular Readers	16	30	The factor is a stressor to large extent
Professors	12	18	The factor is a stressor to some extent
Total	54	88	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Though the dissatisfaction on cleanliness in departmental office existed amongst majority of faculty members of both the universities, the situation is worse in Bundelkhand University. This was overall a stressor to a very great extent in Bundelkhand University and to a large extent at Jiwaji University.

5. f. Satisfaction with Cleanliness in Classrooms

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	5	50	45
Regular Readers	0	9	55	36
Professors	0	0	50	50

	VGE	LE	SE	NA
SFS Lecturers -	0	11	38	51
SFS Readers	0	14	29	57

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	25	25	25
Regular Readers	6	25	25	44
Professors	0	50	33	17

	VGE	LE	SE	NA
SFS Lecturers -	23	18	45	14
SFS Readers				

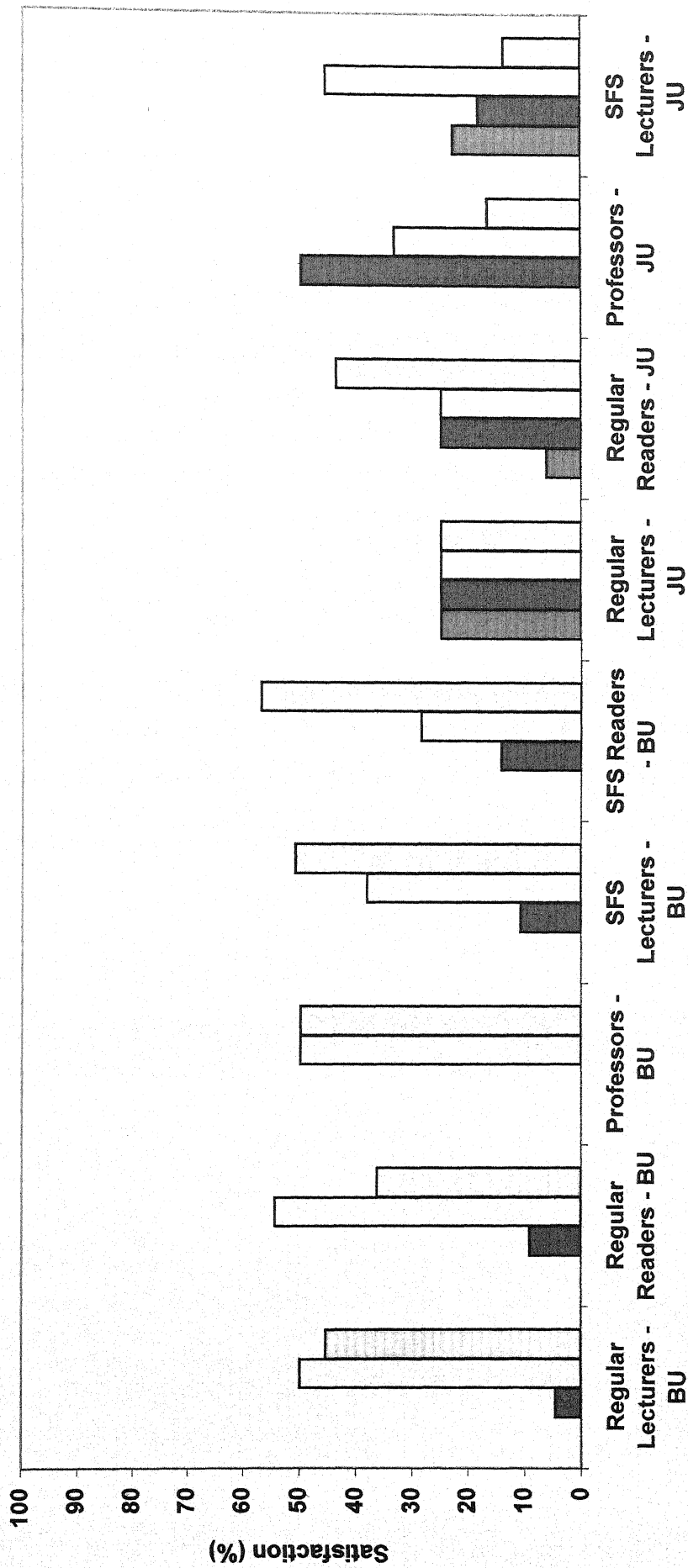
As far as cleanliness in classes is concerned no faculty member was satisfied with the cleanliness in their classrooms to a great extent. 5% regular lecturers, 11% SFS lecturers, 9% regular readers and 14% SFS readers said that they are satisfied with the cleanliness in their classrooms to large extent. 50% regular lecturers, 38% SFS lecturers, 55% regular readers, 29% SFS readers and 50% professors said that they were satisfied with the cleanliness in their classrooms to some extent only. 45% regular lecturers, 51% SFS lecturers, 36% regular readers, 57% SFS readers and 50% professors were not at all happy with the cleanliness in the classrooms of their faculties.

Lack of cleanliness creates discomfort amongst the student and faculty members which results in work stress. At Bundelkhand University the administration seemed to be indifferent to the cleanliness aspect.

At Jiwaji University the situation was a bit better but not so satisfactory. Only 25% regular lecturers, 23% SFS lecturers and 6% readers said that they were satisfied with the cleanliness in their classrooms to a great extent. 25% regular lectures, 18% SFS lecturers, 25% readers and 50% professors said that they were satisfied with the cleanliness in their classrooms to a large extent. 25% regular lecturers, 45% SFS lecturers, 25% readers and 33% professors also were not so positive and said that cleanliness in the classrooms was satisfactory to some extent only. 25% regular lecturers, 14% SFS lecturers, 44% readers and 17% professors were not satisfied at all.

Satisfaction on Cleanliness in Classroom

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

CLEANLINESS IN CLASSROOMS

Bundelkhand University	Respon- dents	Rating	Finding
Regular Lecturers	22	53	The factor is a stressor to a very great extent
SFS Lecturers	102	246	The factor is a stressor to a very great extent
Regular Readers	11	25	The factor is a stressor to large extent
SFS Readers	7	17	The factor is a stressor to a very great extent
Professors	6	15	The factor is a stressor to a very great extent
Total	148	356	Overall the factor is a stressor to a very great extent
Jiwaji University			
Regular Lecturers	4	5	The factor is a stressor to some extent
SFS Lecturers	22	29	The factor is a stressor to some extent
Regular Readers	16	33	The factor is a stressor to large extent
Professors	12	20	The factor is a stressor to large extent
Total	54	87	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

The poor condition of cleanliness in classrooms was overall a stressor to a very great extent in Bundelkhand University and to a large extent at Jiwaji University.

5.g. Satisfaction with the availability of Classroom

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	27	32	41
Regular Readers	0	27	45	27
Professors	17	0	50	33

	VGE	LE	SE	NA
SFS Lecturers -	1	20	35	44
SFS Readers	0	29	29	42

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	0	75	0
Regular Readers	6	44	31	19
Professors	8	33	50	8

	VGE	LE	SE	NA
SFS Lecturers -	27	18	45	9
SFS Readers				

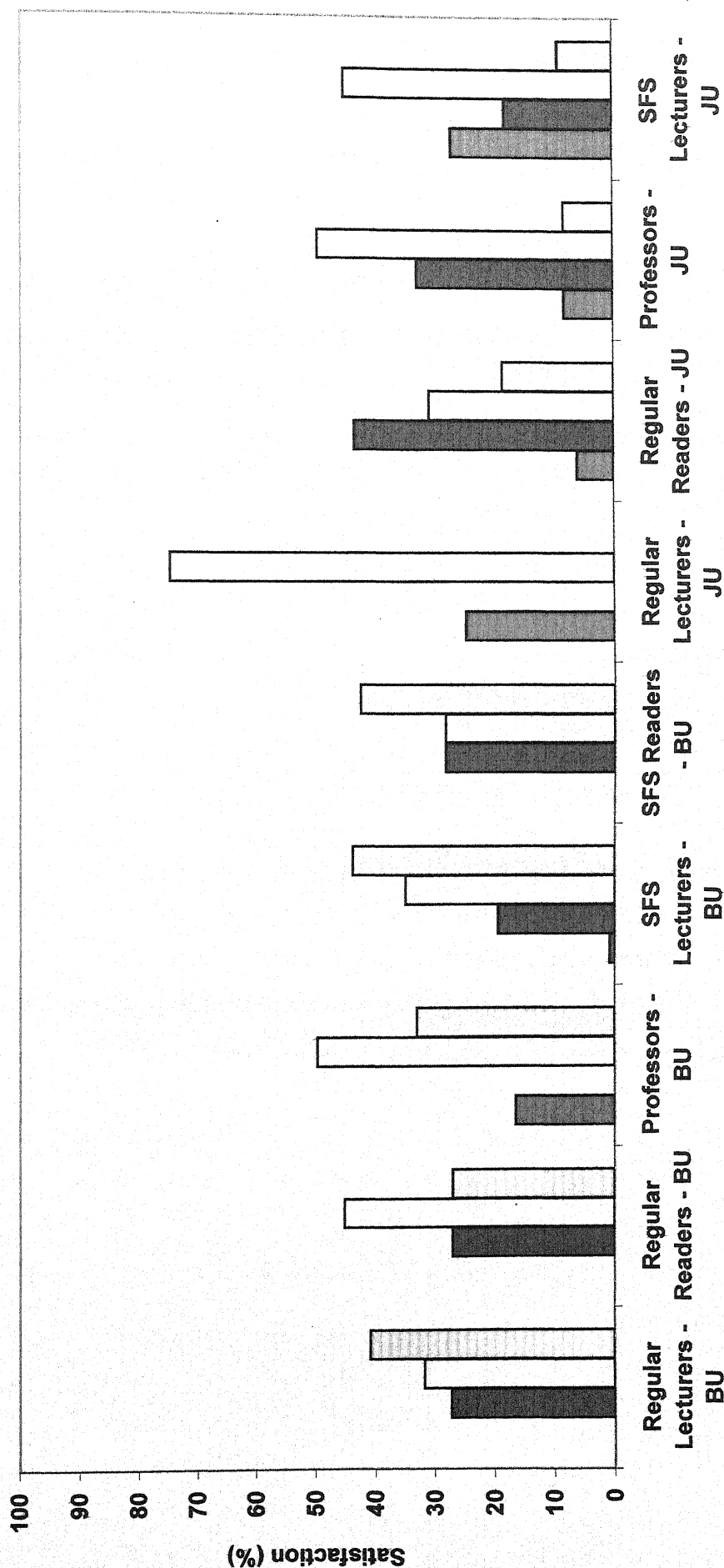
Bundelkhand University had witnessed manifold growth and development in terms of number of courses and students. The number of students had multiplied with the increase in number of courses in various professional and technical areas. The infrastructural facilities were also required to meet with the increase in number of academic programmes and students. Availability of classrooms for smooth conduct of classes is a must for every academic institution. Only 1% SFS lecturers and 17% professors were satisfied to a great extent on availability of classrooms. 27% regular lecturers, 20% SFS lecturers, 27% regular readers and 29% SFS readers said that they were satisfied with the availability of classrooms to a large extent. 32% regular lecturers, 35% SFS lecturers, 45% regular readers, 29% SFS readers and 50% professors were satisfied to some extent only. 41% regular lecturers, 44% SFS lecturers, 27% SFS readers, 42% SFS readers and 23% professors were not satisfied at all with the availability of classrooms.

The university was trying to manage this problem by conducting the classes in two shifts. But this increased the working hours and workload of the faculty members.

Jiwaji University has a quite well established set up but despite that it seemed that the availability of classrooms was also an issue over there. 25% regular lecturers, 27% SFS lecturers, 6% readers and 8% professors said that they were satisfied with the availability of classrooms to a very great extent. 18% SFS lecturers, 44% readers and 33% professors said that to a large extent they were satisfied with the

Satisfaction on Availability of Classroom

■ VGE ■ LE □ SE □ NA



availability of classrooms. 75% regular lecturers, 45% SFS lecturers, 31% readers and 50% professors said that to some extent they were satisfied with the availability of classrooms. 9% SFS lecturers, 19% readers and 8% professors were not satisfied at all with the availability of classrooms.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

AVAILABILITY OF CLASSROOMS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	47	The factor is a stressor to large extent
SFS Lecturers	102	245	The factor is a stressor to a very great extent
Regular Readers	11	22	The factor is a stressor to large extent
SFS Readers	7	15	The factor is a stressor to large extent
Professors	6	13	The factor is a stressor to large extent
Total	148	342	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	6	The factor is a stressor to some extent
SFS Lecturers	22	30	The factor is a stressor to some extent
Regular Readers	16	26	The factor is a stressor to large extent
Professors	12	19	The factor is a stressor to some extent
Total	54	81	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

Availability of classrooms was overall a stressor to large extent in Bundelkhand University and to some extent in Jiwaji University despite the fact that both the universities were established on a vast geographical area.

5. h. Satisfaction with availability of Books and Journals in Library

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	27	41	32
Regular Readers	0	9	45	45
Professors	0	33	33	33

	VGE	LE	SE	NA
SFS Lecturers -	0	5	51	44
SFS Readers	0	14	57	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	50	0	50	0
Regular Readers	19	19	63	0
Professors	8	58	25	8

	VGE	LE	SE	NA
SFS Lecturers -	18	32	45	5
SFS Readers				

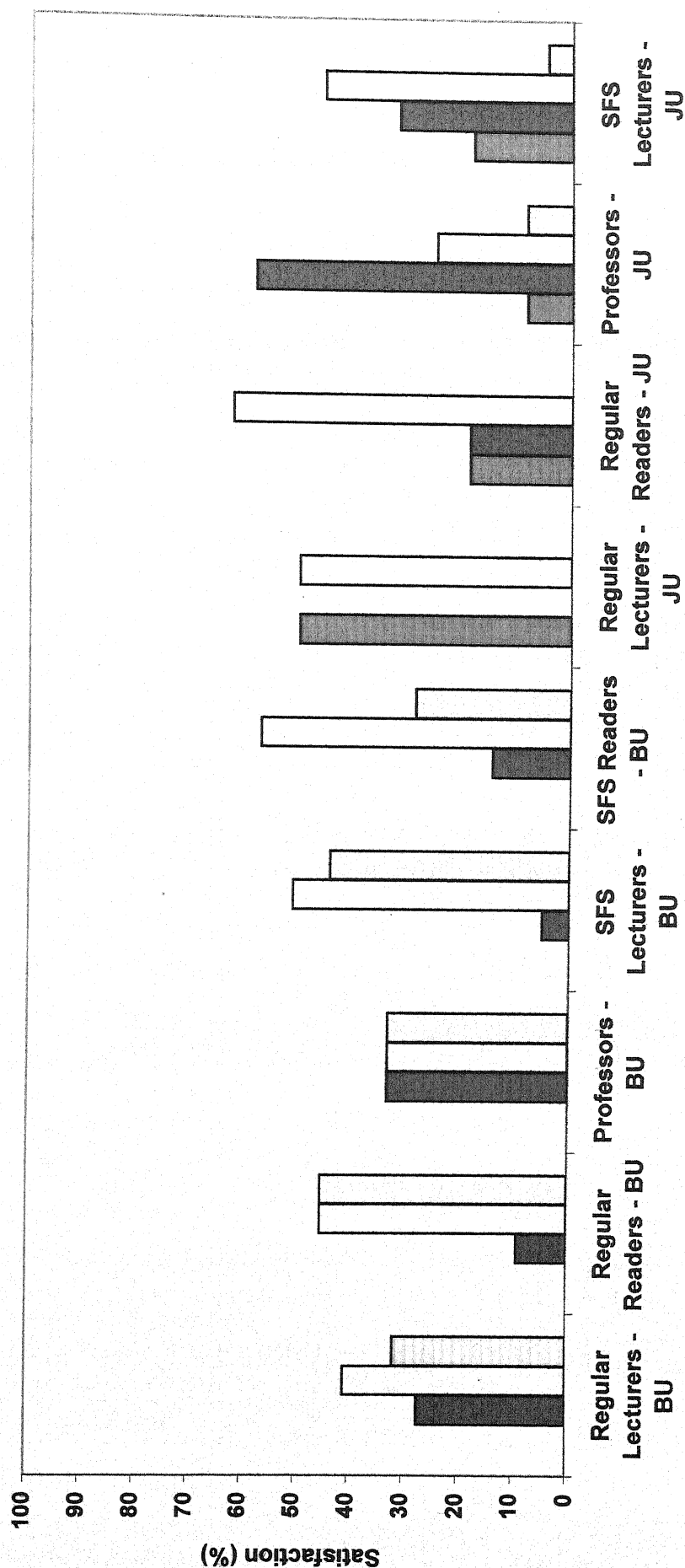
At Bundelkhand University no faculty member was satisfied with availability of relevant books and journals in the library to a very great extent. 27% regular lecturers, 5% SFS lecturers, 9% regular readers, 14% SFS readers and 33% professors said that to a large extent they were satisfied with the availability of relevant books and journals in the library. 41% regular lecturers, 51% SFS lectures, 45% regular readers, 57% SFS readers and 33% professors said that to some extent relevant books and journals were available in the library. 32% regular lecturers, 44% SFS lecturers, 45% regular readers, 29% SFS readers and 33% professors were not satisfied with the availability of relevant books and journals in the library.

The University needed to be strengthened in qualitative and quantitative terms. There was dearth of magazines, journals and periodicals in the library.

Jiwaji University seemed to be in a better position. 50% regular lecturers, 18% SFS lecturers, 19% readers and 8% professors were satisfied to a great extent on the availability of relevant books and journals in the library. 32% SFS lecturers, 19% readers and 58% professors were satisfied to a large extent. 50% Regular lecturers, 45% SFS lectures, 63% readers and 25% professors said that to some extent relevant books and journals were available in the library. 8% professors and 5% SFS lecturers said that they were not satisfied at all with the availability of relevant books and journals in the library.

Satisfaction on Availability of Books and Journals in Library

■ VGE ■ LE □ SE □ NA



The non-availability of books and journals was creating stress amongst faculty members as technical and professional teaching needed regular reference books to update the knowledge and information in the subject area.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

AVAILABILITY OF BOOKS AND JOURNALS IN LIBRARY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	45	The factor is a stressor to large extent
SFS Lecturers	102	213	The factor is a stressor to large extent
Regular Readers	11	26	The factor is a stressor to large extent
SFS Readers	7	15	The factor is a stressor to large extent
Professors	6	12	The factor is a stressor to large extent
Total	148	311	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	4	The factor is a stressor to some extent
SFS Lecturers	22	30	The factor is a stressor to some extent
Regular Readers	16	23	The factor is a stressor to some extent
Professors	12	16	The factor is a stressor to some extent
Total	54	73	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

The availability of books and journals in libraries of both the universities was not upto the mark and this non-availability was overall a stressor to large extent in Bundelkhand University and to some extent in Jiwaji University.

5. i.. Satisfaction with the Library Timings

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	0	23	45	32
Regular Readers	0	18	73	9
Professors	0	0	50	50

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	0	50	25	25
Regular Readers	13	19	31	38
Professors	8	58	17	17

	VGE	LE	SE	NA
SFS Lecturers	1	17	57	25
SFS Readers	14	0	57	29

	VGE	LE	SE	NA
SFS Lecturers	23	27	36	14
SFS Readers				

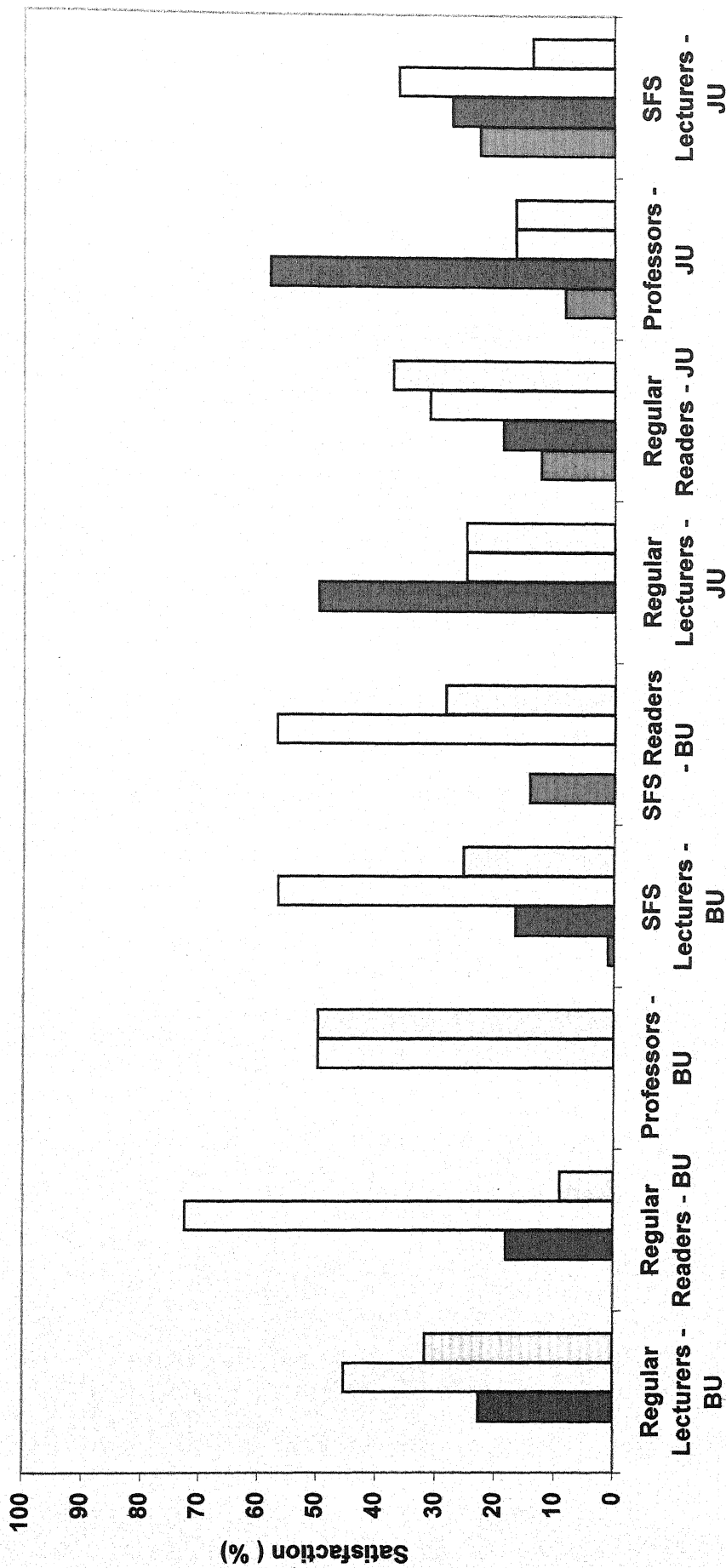
At Bundelkhand University, only 1% SFS lecturers and 14% SFS readers were satisfied with the library timings to a great extent. 23% regular lecturers, 17% SFS lecturers and 18% regular readers were satisfied with the library timings to a large extent. 45% regular lecturers, 57% SFS lecturers, 73% regular readers, 57% SFS readers and 50% professors were satisfied with the library timings to some extent only. 32% regular lecturers, 25% SFS lecturers, 9% regular readers, 29% SFS readers and 50% professors were not satisfied at all with the library timings.

The library timings were upto 8 p.m. Due to the long working hours the faculty members can't consult the library during the day time. Being a small and not so forward city, the library can't be kept open beyond 8 p.m.

At Jiwaji University, 23% SFS lecturers, 13% readers and 8% professors said that they were satisfied with the library timings to a great extent. 50% regular lecturers, 27% SFS lecturers, 19% readers and 58% professors said that they were satisfied with the library timings to a large extent. According to 25% regular lecturers, 36% SFS lecturers, 31% regular readers and 17% professors the library timings were satisfactory to some extent. 25% regular lecturers, 14% SFS lecturers, 38% regular readers and 17% professors were not at all satisfied with the library timings.

Satisfaction on Library Timings

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

LIBRARY TIMINGS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	46	The factor is a stressor to large extent
SFS Lecturers	102	249	The factor is a stressor to a very great extent
Regular Readers	11	21	The factor is a stressor to large extent
SFS Readers	7	14	The factor is a stressor to large extent
Professors	6	15	The factor is a stressor to a very great extent
Total	148	345	Overall the factor is a stressor to a very great extent
Jiwaji University			
Regular Lecturers	4	9	The factor is a stressor to large extent
SFS Lecturers	22	31	The factor is a stressor to some extent
Regular Readers	16	30	The factor is a stressor to large extent
Professors	12	18	The factor is a stressor to some extent
Total	54	88	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

Library timings were overall a stressor to a very great extent for Bundelkhand University and only to some extent for Jiwaji University faculty.

5. j. Satisfaction with the Vehicle Parking facility

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	0	32	36	32
Regular Readers	0	9	45	45
Professors	0	0	17	83

	VGE	LE	SE	NA
SFS Lecturers -	2	20	43	35
SFS Readers	14	0	57	29

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	0	25	50	25
Regular Readers	13	13	31	44
Professors	8	25	50	17

	VGE	LE	SE	NA
SFS Lecturers -	23	36	27	14
SFS Readers				

At Bundelkhand University only 2% SFS lecturers and 14% SFS readers expressed their satisfaction with the parking facility to a very great extent. According to 32% regular lecturers, 20% SFS lecturers and 9% readers, the parking facilities were satisfactory to a large extent. 36% regular lecturers, 43% SFS lecturers, 45% regular readers, 57% SFS readers and 17% professors were satisfied to some extent only. 32% regular lecturers, 35% SFS lecturers, 45% regular readers, 29% SFS readers and 83% professors were not at all satisfied with the parking facility in the University.

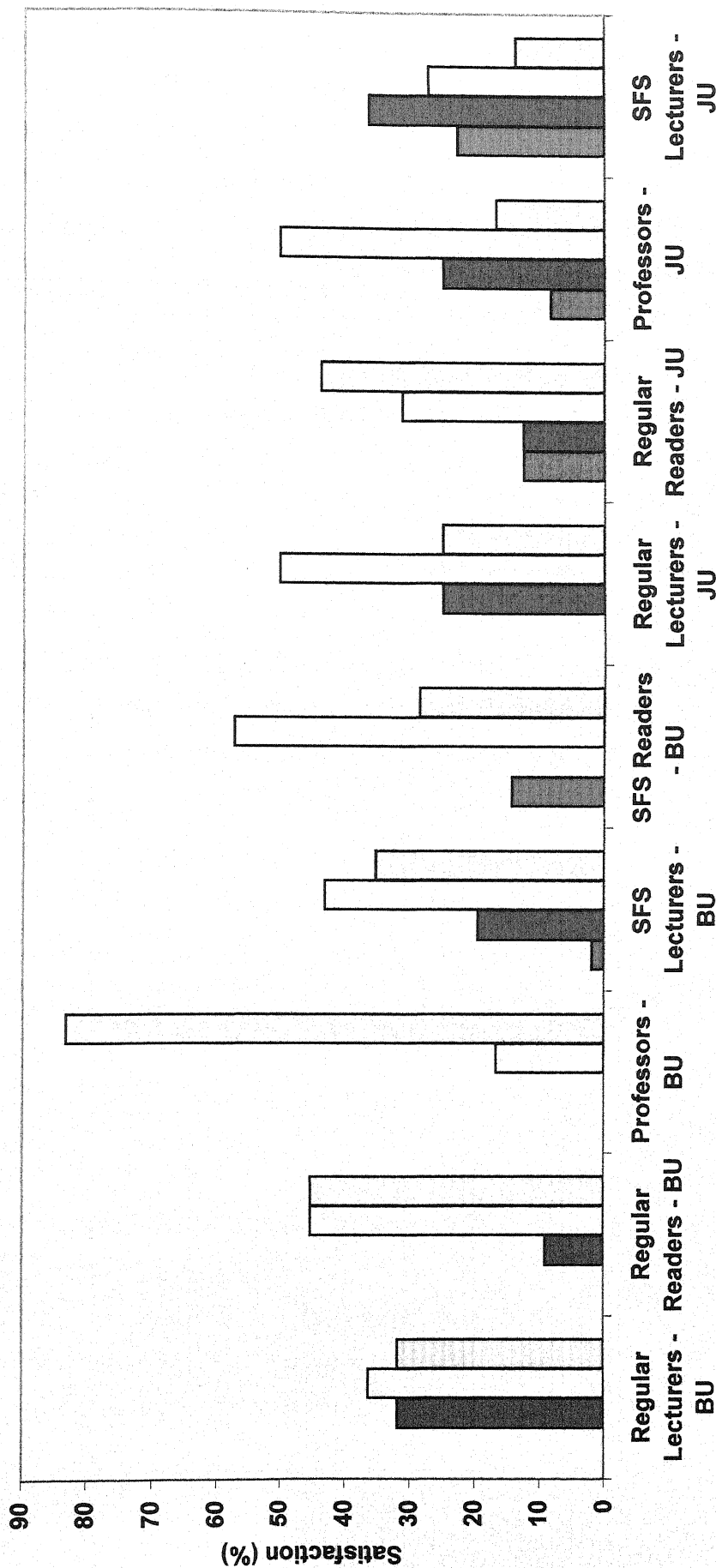
The University has a large space for parking vehicles of the faculty members and students but it was not being used properly. The administration needed to take initiative for proper use of the vast area for parking. Better security of vehicles of the faculty and students can then only be ensured.

At Jiwaji University 23% SFS lecturers, 13% readers and 8% professors responded that they were satisfied with the parking facilities to a very great extent. As per 25% regular lecturers, 36% SFS lecturers, 13% readers and 25% professors the parking facilities were satisfactory to large extent. 50% regular lecturers, 27% SFS lecturers, 31% readers and 50% professors said that to some extent the parking facilities were satisfactory. 25% regular lecturers, 14% SFS lecturers, 44% readers and 17% professors were not satisfied at all with the parking facilities.

Like Bundelkhand University, Jiwaji University is also spread over a vast area. Rather it is well planned and have enough parking space in front of every faculty building. Despite this the faculty members were not satisfied with the parking

Satisfaction on Parking Facilities

■ VGE ■ LE □ SE □ NA



facilities as there was no specific area allocated for parking the vehicles of students and faculties separately.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

VEHICLE PARKING FACILITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	44	The factor is a stressor to large extent
SFS Lecturers	102	208	The factor is a stressor to large extent
Regular Readers	11	26	The factor is a stressor to large extent
SFS Readers	7	14	The factor is a stressor to large extent
Professors	6	17	The factor is a stressor to a very great extent
Total	148	309	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	29	The factor is a stressor to some extent
Regular Readers	16	33	The factor is a stressor to large extent
Professors	12	21	The factor is a stressor to large extent
Total	54	91	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Poor Vehicle Parking facility was another source of dissatisfaction amongst majority of teachers in both the universities and was overall a stressor to large extent in both the universities.

5.k. Satisfaction with University security system

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	23	45	32
Regular Readers	0	27	45	27
Professors	0	50	33	17

	VGE	LE	SE	NA
SFS Lecturers -	5	22	49	25
SFS Readers	14	14	43	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	50	25
Regular Readers	6	25	56	13
Professors	8	33	42	17

	VGE	LE	SE	NA
SFS Lecturers -	14	36	23	27
SFS Readers				

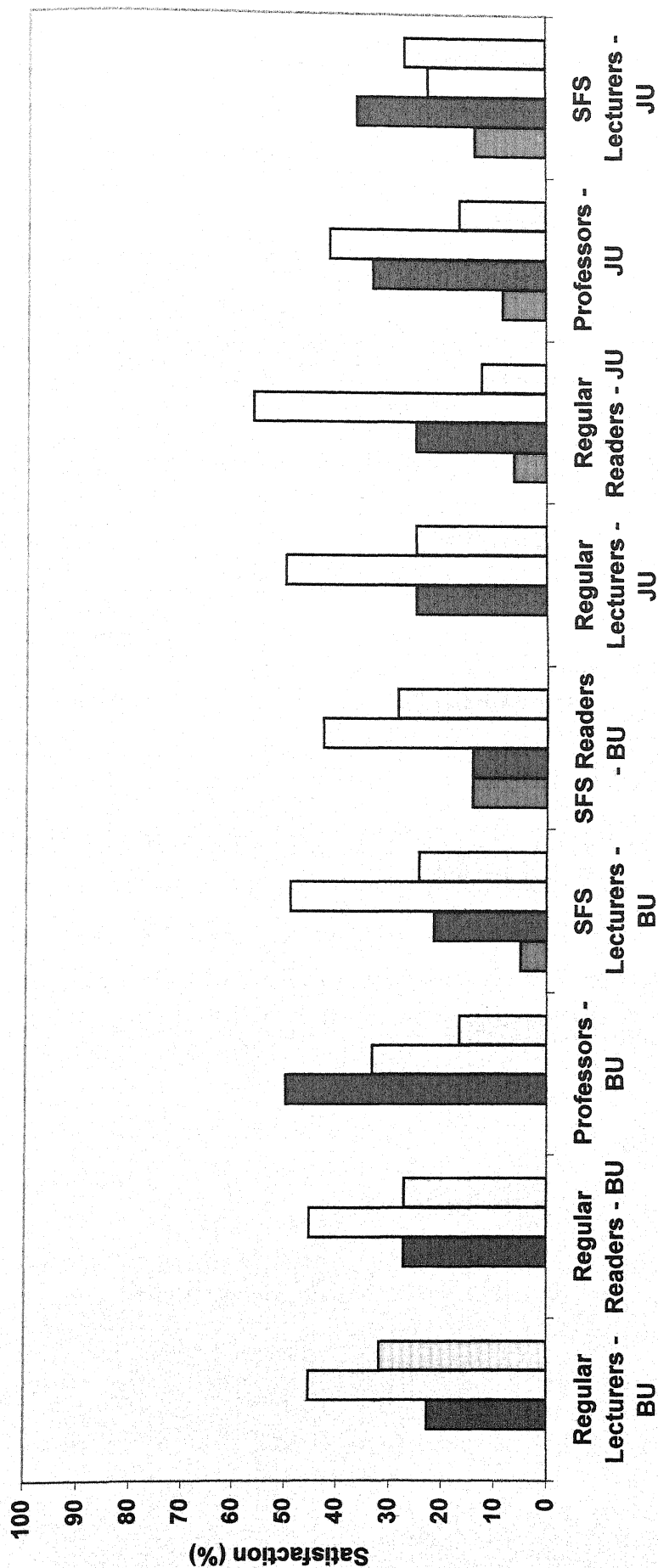
At Bundelkhand University 5% SFS lecturers and 14% SFS readers were satisfied with the security system to a great extent. 23% regular lecturers, 22% SFS lecturers, 27% regular readers, 14% SFS readers and 50% professors said that to a large extent the security system was satisfactory. But 45% regular lecturers, 49% SFS lecturers, 45% regular readers, 43% SFS readers and 33% professors said that the security system was satisfactory only to some extent. 32% lecturers, 25% SFS lecturers, 27% regular readers, 29% SFS readers and 17% professors were not satisfied at all with the security system.

The security personnel were not competent enough to check the intruders from entering the university campus. They lacked proper training and education. There have been incidences when anti-social elements and outside students entered the campus to disrupt the classes. Violent attacks have been made on the faculty members and students by the local goons and so-called self-styled student leaders when admissions of their kith and kin were denied by the university authorities. A sound security system is necessary for uninterrupted and smooth functioning of academic activities.

At Jiwaji University, only 14% SFS lecturers, 6% readers and 8% professors were satisfied with the security system to a very great extent. As per 25% regular lecturers, 36% SFS lecturers, 25% readers and 33% professors the security system was satisfactory to large extent. But 50% regular lecturers, 23% SFS lecturers, 56%

Satisfaction on University Security System

■ VGE ■ LE □ SE □ NA



readers and 42% professors were satisfied with the security system to some extent. 25% regular lecturers, 27% SFS lecturers, 13% readers and 17% professors were not satisfied at all with the security system.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

UNIVERSITY SECURITY SYSTEM

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	46	The factor is a stressor to large extent
SFS Lecturers	102	215	The factor is a stressor to large extent
Regular Readers	11	23	The factor is a stressor to large extent
SFS Readers	7	13	The factor is a stressor to large extent
Professors	6	10	The factor is a stressor to large extent
Total	148	307	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	36	The factor is a stressor to large extent
Regular Readers	16	28	The factor is a stressor to large extent
Professors	12	20	The factor is a stressor to large extent
Total	54	92	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

In both the universities majority of faculty members were not satisfied with the security system provided by their respective universities and this was overall a stressor to large extent for the faculty members of both the universities.

5.1. Satisfaction with Discipline in the Department

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	9	27	50	14
Regular Readers	9	64	27	0
Professors	17	17	67	0

	VGE	LE	SE	NA
SFS Lecturers -	8	34	40	18
SFS Readers	29	29	43	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	75	0
Regular Readers	19	44	31	6
Professors	17	58	17	8

	VGE	LE	SE	NA
SFS Lecturers -	32	14	55	0
SFS Readers				

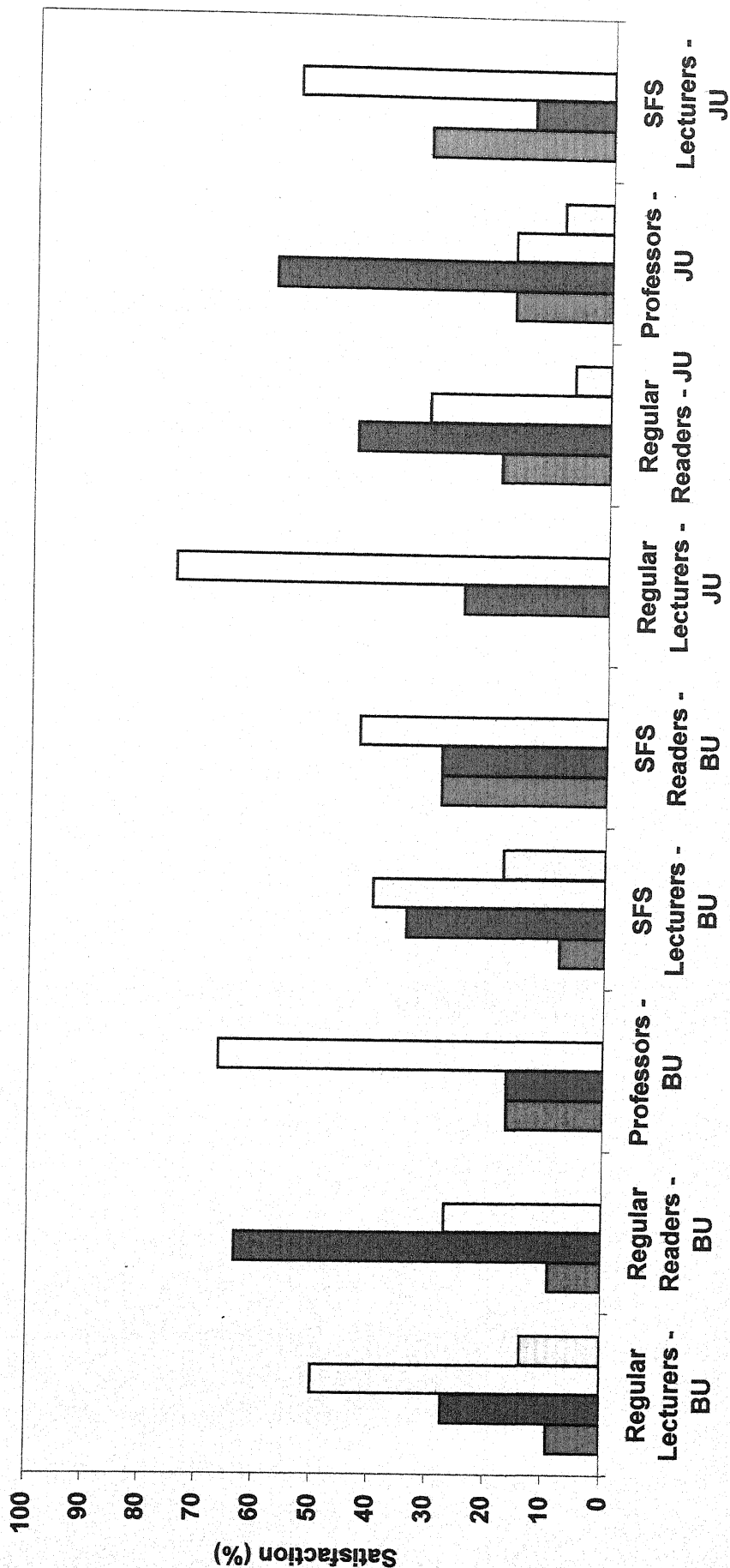
At Bundelkhand University, as per 9% regular lecturers, 8% SFS lecturers, 9% regular readers, 29% SFS readers and 17% professors discipline in their department/institute was satisfactory to a very great extent. 27% regular lecturers, 34% SFS lecturers, 64% regular readers, 29% SFS readers and 17% professors said that to large extent they were satisfied with the discipline at their respective institute /department. 50% regular lecturers, 40% SFS lecturers, 27% regular readers, 43% SFS readers and 67% professors were not so positive on this aspect and said that discipline was maintained at their department to some extent. 14% regular lectures and 18% SFS lecturers were not at all satisfied with the discipline in their department/institute.

It was observed that some institutes/departments of the university lacked proper discipline on the part of students as well as faculty members. Classes were not being conducted regularly as per the time table. The students created nuisance in the corridors and disturbed other classes. There was absenteeism in students of some institutes / departments and less than 50% students were attending the classes regularly.

The quality and attitude of faculty and students plays a major role in maintenance of discipline at the respective department/institute. The attitude of most of the students was quite negative in terms of gaining knowledge and education. They were more concerned about obtaining degrees with good marks by hook or by

Satisfaction on Discipline in the Department

■ VGE ■ LE □ SE □ NA



crook. Unfortunately a few faculty members also did not understand the importance of continuous learning and upgrading themselves.

At Jiwaji University, 32% SFS lecturers, 19% readers and 17% professors were satisfied with the discipline in their departments to a great extent. 25% regular lecturers, 14% SFS lecturers, 44% readers and 58% professors said that to a large extent, they were satisfied with the discipline in their department. 75% regular lecturers, 55% SFS lecturers, 31% readers and 17% professors were not so optimistic and positive in their response. 6% readers and 8% professors were not at all satisfied with the discipline in their departments.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

DISCIPLINE IN THE DEPARTMENT

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	37	The factor is a stressor to large extent
SFS Lecturers	102	209	The factor is a stressor to large extent
Regular Readers	11	13	The factor is a stressor to some extent
SFS Readers	7	8	The factor is a stressor to some extent
Professors	6	9	The factor is a stressor to large extent
Total	148	276	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	27	The factor is a stressor to some extent
Regular Readers	16	20	The factor is a stressor to some extent
Professors	12	14	The factor is a stressor to some extent
Total	54	68	Overall the factor is a stressor to some extent.

Comparison between Bundelkhand University and Jiwaji University

Discipline in the department was overall a stressor to a large extent for the faculty of Bundelkhand University and to some extent for the faculty of Jiwaji University.

5.m. Satisfaction with Discipline in University

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	23	41	36
Regular Readers	0	27	64	9
Professors	0	17	83	0

	VGE	LE	SE	NA
SFS Lecturers -	4	24	52	21
SFS Readers	29	0	57	14

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	75	0
Regular Readers	13	25	50	13
Professors	8	67	17	8

	VGE	LE	SE	NA
SFS Lecturers -	18	18	50	14
SFS Readers				

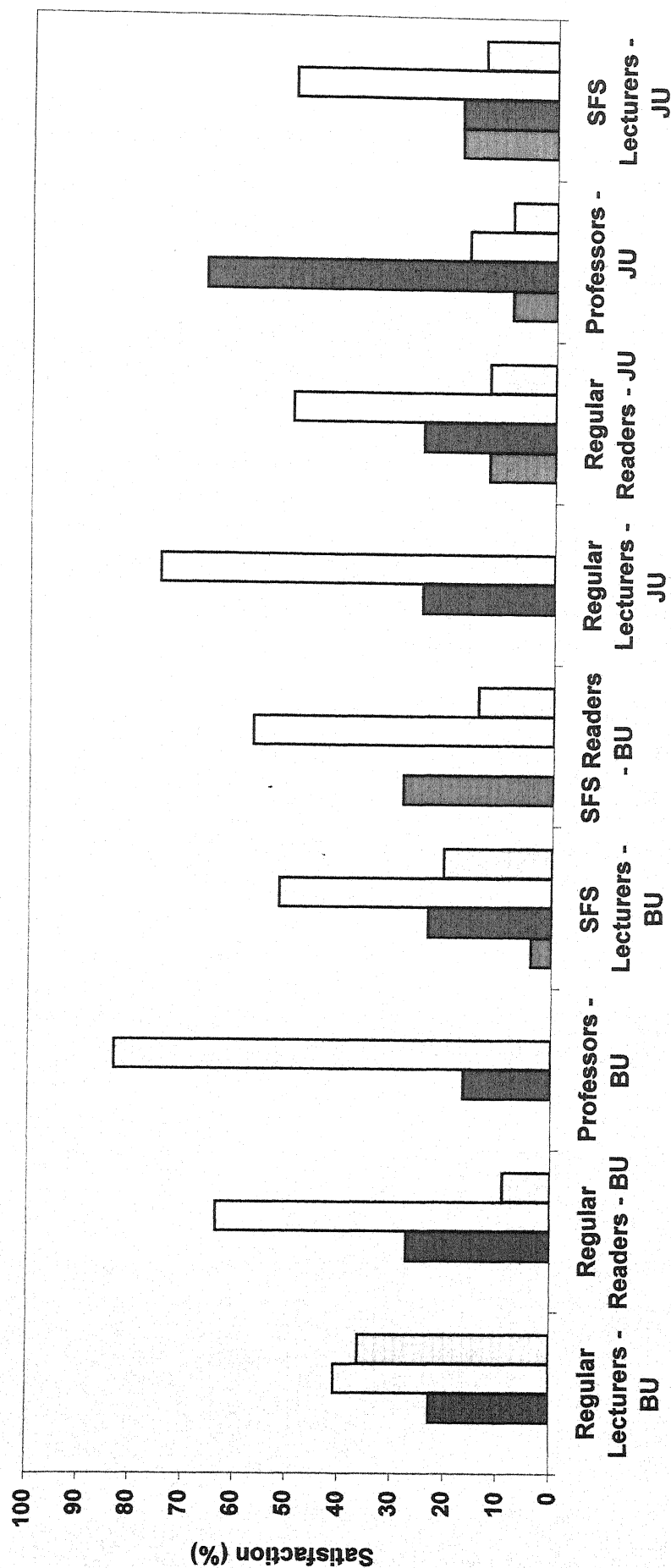
At Bundelkhand University only 4% SFS lecturers and 29% SFS readers were satisfied with the discipline in the university to a very great extent. 23% regular lecturers, 24% SFS lecturers, 27% regular readers and 17% professors said that they were satisfied with the discipline in the university to large extent. 41% regular lecturers, 52% SFS lecturers, 64% regular readers, 57% SFS readers and 83% professors were not so positive on this aspect and said that they were satisfied with the discipline in the university only to some extent. 36% regular lectures, 21% SFS lecturers, 9% regular readers and 14% SFS lecturers expressed their total discontent with the discipline in the campus.

Discipline is a must for good academic and administrative performance of any academic institutions. It is determined by regular conduct of the classes, adherence with the academic calendar and transparent examination system.

At Jiwaji University 18% SFS lecturers, 13% readers and 8% professors said that they were satisfied with the discipline in university campus to a great extent. 25% regular lecturers, 18% SFS lecturers, 25% readers and 67% professors were satisfied with discipline in the university to large extent. But 75% regular lecturers, 50% SFS lecturers, 50% readers and 17% professors did not respond too positively. 14% SFS lecturers, 13% readers and 8% professors were not happy at all with the discipline in the university.

Satisfaction on Discipline in the University

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

DISCIPLINE IN THE UNIVERSITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	47	The factor is a stressor to large extent
SFS Lecturers	102	171	The factor is a stressor to large extent
Regular Readers	11	20	The factor is a stressor to some extent
SFS Readers	7	11	The factor is a stressor to some extent
Professors	6	11	The factor is a stressor to large extent
Total	148	260	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	7	The factor is a stressor to large extent
SFS Lecturers	22	35	The factor is a stressor to large extent
Regular Readers	16	26	The factor is a stressor to large extent
Professors	12	15	The factor is a stressor to some extent
Total	54	83	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

The response of both universities on this aspect was more or less similar. The majority of teachers in both the universities were not satisfied with the state of discipline in their respective universities and this was overall a stressor to a large extent for them.

5. n. Satisfaction with the promotion policy of the University

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	27	41	32
Regular Readers	9	27	45	18
Professors	17	33	50	0

	VGE	LE	SE	NA
SFS Lecturers -	2	6	22	71
SFS Readers	0	14	14	71

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	25	75
Regular Readers	13	38	31	19
Professors	17	25	50	8

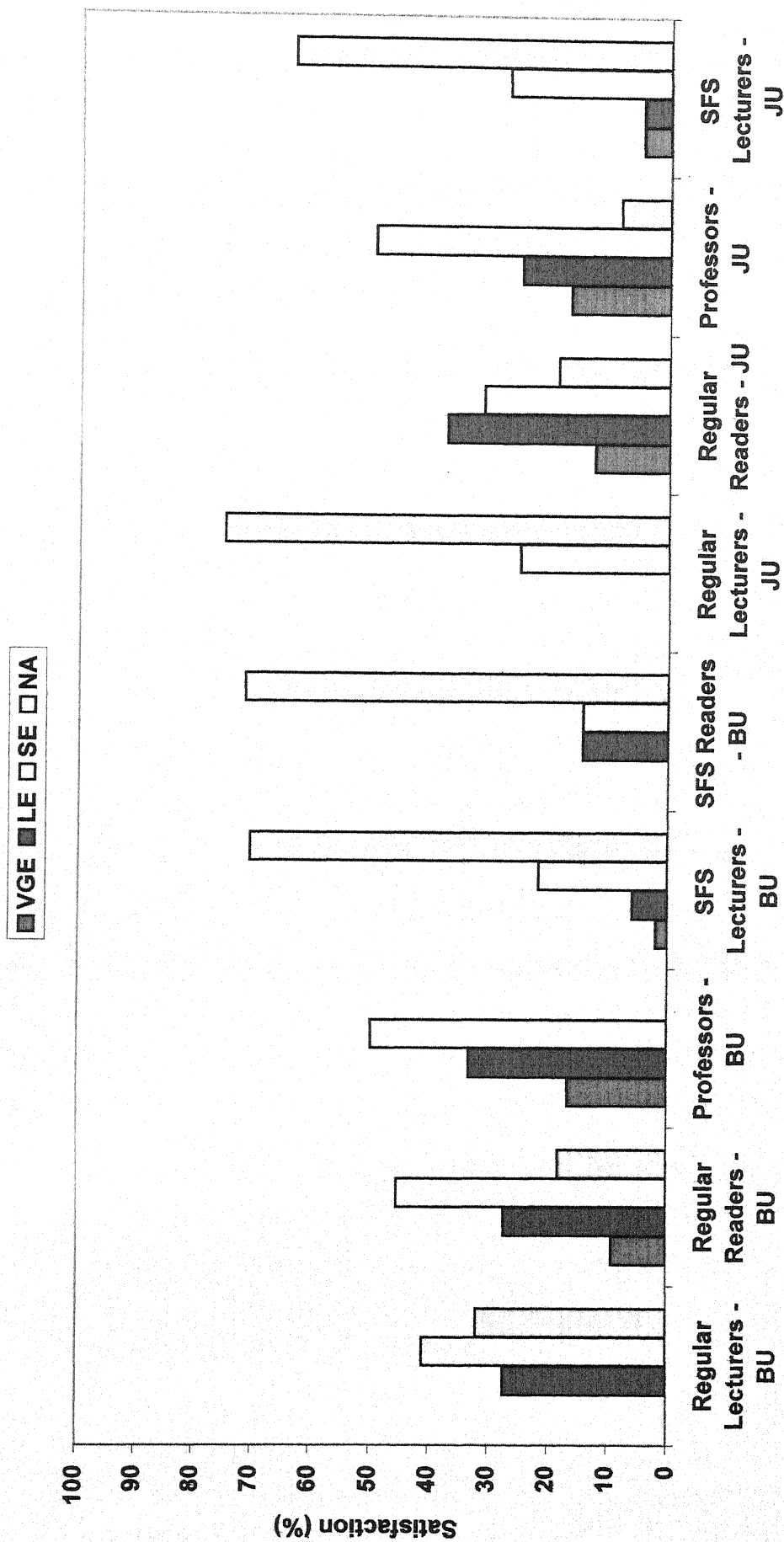
	VGE	LE	SE	NA
SFS Lecturers -	5	5	27	63
SFS Readers				

At Bundelkhand University, only 2% SFS lecturers, 9% regular readers and 17% professors informed that they were satisfied with the promotion policy to a very great extent. 27% regular lectures, 6% SFS lecturers, 27% regular readers, 14% SFS readers and 33% professors said that they were satisfied with the promotion policy to large extent. 41% regular lecturers, 22% SFS lecturers, 45% regular readers, 14% SFS readers and 50% professors did not respond too positively and said that they were satisfied with the promotion policy to some extent only. 32% regular lecturers, 71% SFS lecturers, 18% regular readers and 71% SFS readers were not satisfied at all with the promotion policy.

The discontent was observed more in regular lectures and readers and whole of SFS faculty. Since promotion in universities is time bound for regular lecturers and readers and the time period is too long, they were dissatisfied with the promotion policy. The dissatisfaction of the SFS faculty was very high as there was no policy of promotion for them.

At Jiwaji University 5% SFS lecturers, 13% readers and 17% professors said that they were happy with the promotion policy of the University to a great extent. 5% SFS lecturers, 38% readers and 25% professors said that to large extent they were satisfied with the promotion policy. However, 25% regular lecturers, 27% SFS lecturers, 31% readers and 50% professors did not respond too positively and said that to some extent the promotion policy of the university was satisfactory. 75%

Satisfaction on Promotion Policy of the University



regular lecturers, 63% SFS lecturers, 19% readers and 8% professors were not satisfied at all with the promotion policy of the university.

Jiwaji University is an old established institution. There are set norms for promotion and performance appraisal. The faculty was not satisfied with the old established rules and emphasized a need to rectify the performance standards and relate salary enhancement to the qualifications, performance and experience. The salary scales were much better in private and deemed universities and their counterparts were getting better scales in these institutions.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

PROMOTION POLICY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	45	The factor is a stressor to large extent
SFS Lecturers	102	266	The factor is a stressor to a very great extent
Regular Readers	11	19	The factor is a stressor to large extent
SFS Readers	7	19	The factor is a stressor to a very great extent
Professors	6	8	The factor is a stressor to some extent
Total	148	357	Overall the factor is a stressor to a very great extent
Jiwaji University			
Regular Lecturers	4	11	The factor is a stressor to a very great extent
SFS Lecturers	22	55	The factor is a stressor to a very great extent
Regular Readers	16	25	The factor is a stressor to some extent
Professors	12	18	The factor is a stressor to some extent
Total	54	109	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Promotion policy was overall a stressor to a very great extent for the Bundelkhand University faculty members and to large extent for Jiwaji University faculty members.

Q. 6. Usage of personal organizer/schedule of academic assignments

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	27	59	14
Regular Readers	18	55	18	9
Professors	0	33	50	17

	VGE	LE	SE	NA
SFS Lecturers -	10	31	41	18
SFS Readers	14	29	43	14

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	75	25
Regular Readers	19	63	13	6
Professors	0	33	42	25

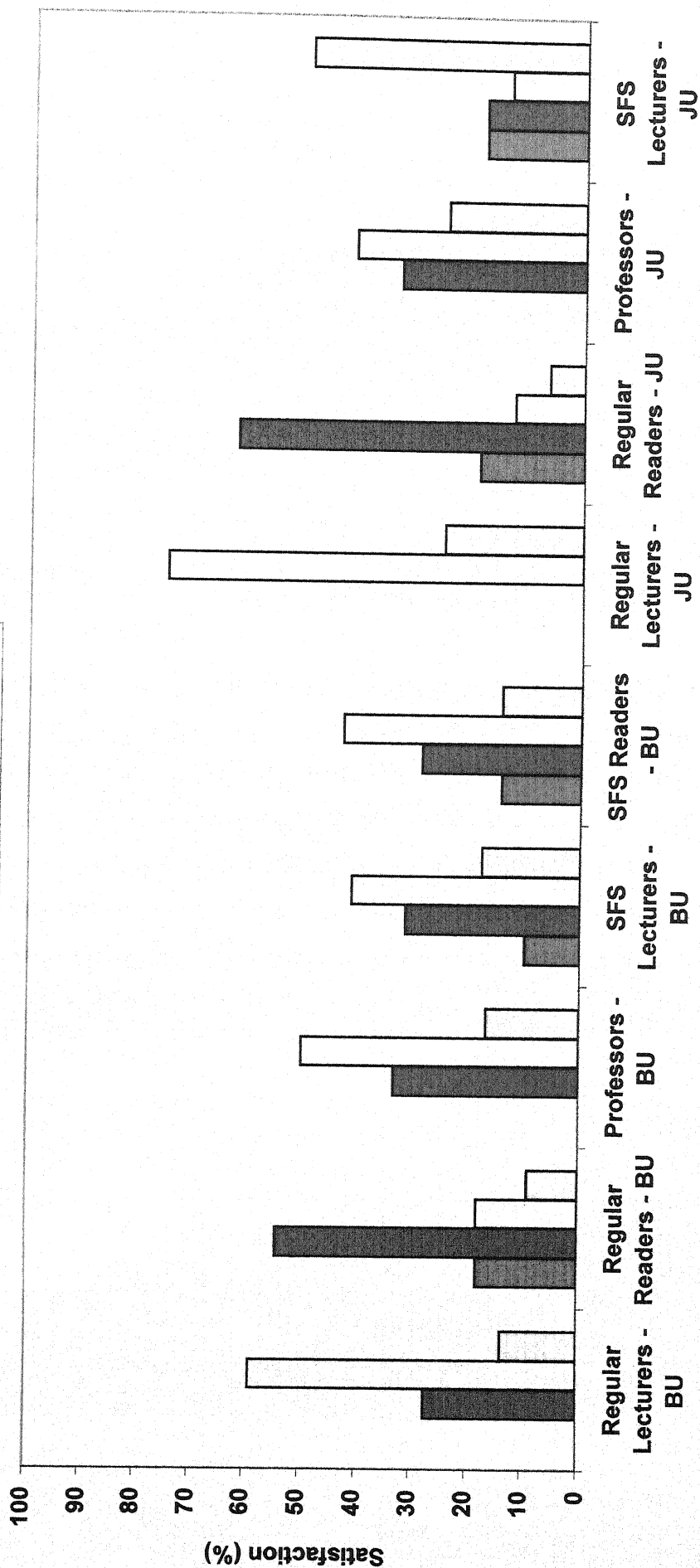
	VGE	LE	SE	NA
SFS Lecturers -	18	18	14	50
SFS Readers				

At Bundelkhand University 18% regular readers, 10% SFS lecturers and 14% SFS readers used a personal organizer to a very great extent for scheduling their assignment. 27% regular lecturers, 31% SFS lecturers, 55% regular readers, 29% SFS readers and 33% professors used a personal organizer to large extent. 59% regular lecturers, 41% SFS lecturers, 18% regular readers, 43% SFS readers and 50% professors were using a personal organizer occasionally and 14% regular lecturers, 18% SFS lecturers, 9% regular readers and 17% professors did not use a personal organizer at all.

At Jiwaji University, 19% readers and 18% SFS lecturers used a personal organizer to a very great extent to meet their assignments. 63% readers, 18% SFS lecturers and 33% professors said that to a large extent they try to use a personal organizer to meet their day to day assignments. 75% regular lecturers, 14% SFS lecturers, 13% readers and 42% professors said that to some extent they used a personal organizer but not regularly. 25% regular lectures, 50% SFS lecturers, 6% readers and 25% professors said that they do not use a personal organizer.

Use of personal organizer for scheduling assignments

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

USAGE OF PERSONAL ORGANIZER

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	40	The factor is a stressor to large extent
SFS Lecturers	102	167	The factor is a stressor to large extent
Regular Readers	11	13	The factor is a stressor to some extent
SFS Readers	7	11	The factor is a stressor to some extent
Professors	6	11	The factor is a stressor to large extent
Total	148	242	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	9	The factor is a stressor to large extent
SFS Lecturers	22	42	The factor is a stressor to large extent
Regular Readers	16	17	The factor is a stressor to some extent
Professors	12	23	The factor is a stressor to large extent
Total	54	91	Overall the factor is a stressor to large extent.

Comparison between Bundelkhand University and Jiwaji University

Use of personal organizer to complete the day to day assignments checks procrastination and reduces the workload to a great extent. Such organizers help a lot in completing the syllabus and other assignments well in time. From the response it seemed that most of the faculty members in both the universities were not using the organizer or schedule and therefore overall this carelessness was a stressor to large extent for faculty members of both the universities.

Q.7. a. Adverse effect of Noise Pollution at workplace

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	23	32	41	5
Regular Readers	27	18	45	9
Professors	33	17	17	33

	VGE	LE	SE	NA
SFS Lecturers -	13	15	41	31
SFS Readers	0	29	14	57

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	50	0	50
Regular Readers	0	0	13	88
Professors	0	8	25	67

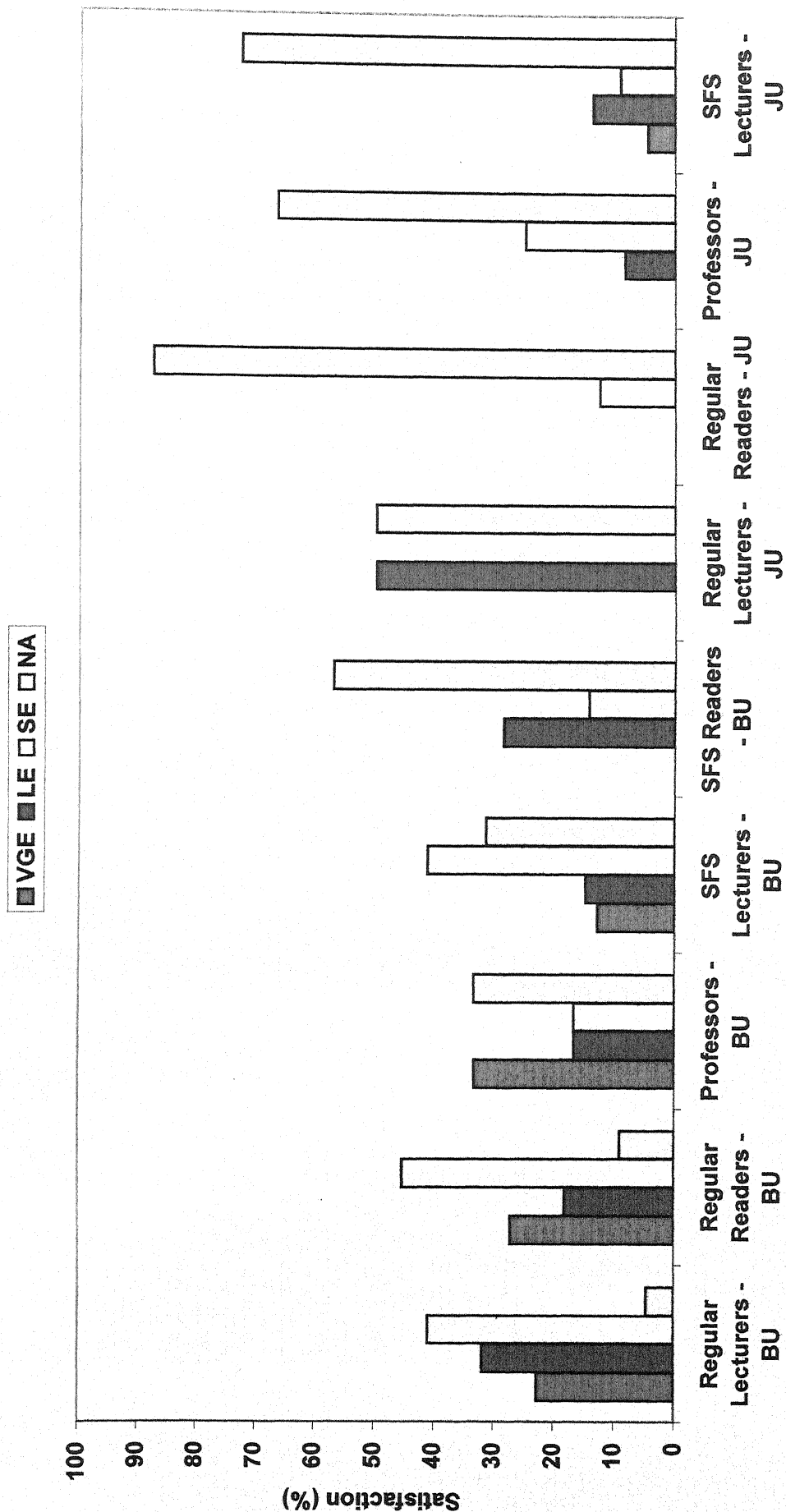
	VGE	LE	SE	NA
SFS Lecturers -	5	14	9	73
SFS Readers				

At Bundelkhand University 23% regular lecturers, 13% SFS lecturers, 27% regular readers and 33% professors said that their academic and official work was getting affected from noise to a very great extent. 32% regular lecturers, 15% SFS lecturers, 18% regular readers, 29% SFS readers and 17% professors said that to a large extent they were getting affected by noise around their classrooms and work stations. 41% regular lecturers, 41% SFS lecturers, 45% regular readers, 14% SFS readers and 17% professors said that noise problem was affecting their work to some extent. 5% regular lecturers 31% SFS lecturers, 9% regular readers, 57% SFS readers and 33% Professors said that they did not face such problem.

The noise was mainly of the students standing in the corridors waiting for their classes to begin.

At Jiwaji University, 5% SFS lecturers reported that they were affected by the noise factor to a very great extent. 50% regular lecturers, 14% SFS lecturers and 8% professors complained of noise to a very large extent. 13% readers, 9% SFS lecturers and 25% professors said that they did not get much affected by noise. 50% regular lecturers, 73% SFS lecturers, 88% regular readers and 67% professors did not complain of noise at all.

Adverse affect of Noise Pollution on Performance



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

NOISE POLLUTION AT WORKPLACE

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	37	The factor is a stressor to large extent
SFS Lecturers	102	113	The factor is a stressor to some extent
Regular Readers	11	18	The factor is a stressor to some extent
SFS Readers	7	5	The factor is a stressor to some extent
Professors	6	9	The factor is a stressor to some extent
Total	148	182	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	4	The factor is a stressor to some extent
SFS Lecturers	22	11	The factor is not a stressor
Regular Readers	16	2	The factor is not a stressor
Professors	12	5	The factor is not a stressor
Total	54	22	Overall the factor is not a stressor

Comparison between Bundelkhand University and Jiwaji University

Noise pollution at work place was overall a stressor to some extent at Bundelkhand University but at Jiwaji University it was not a stressor for the faculty members.

7. b. Adverse affect of Extreme temperature at workplace

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	23	55	23	0
Regular Readers	36	36	27	0
Professors	17	67	0	17

	VGE	LE	SE	NA
SFS Lecturers -	26	25	34	14
SFS Readers	14	57	29	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	50	0	50	0
Regular Readers	38	13	38	13
Professors	0	25	42	33

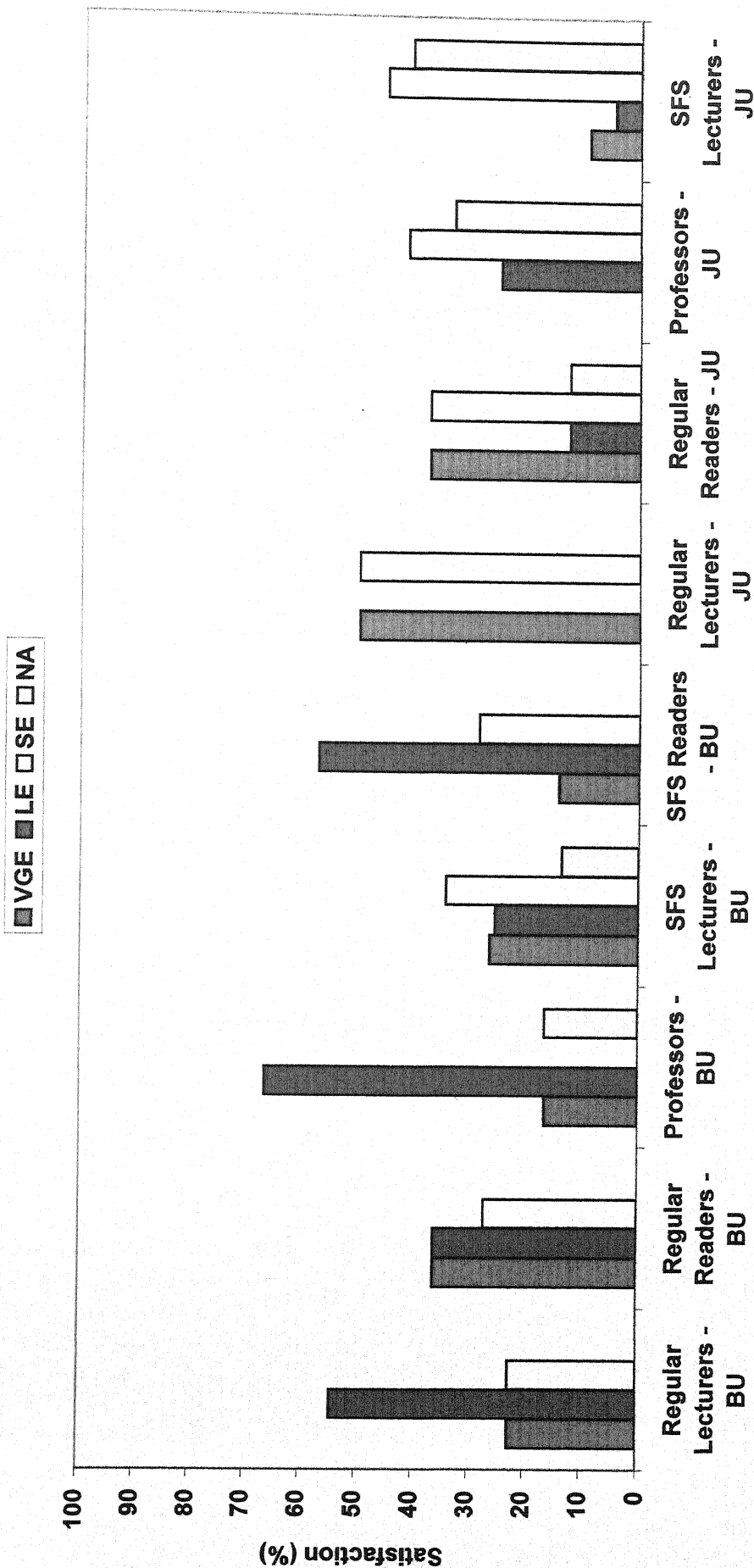
	VGE	LE	SE	NA
SFS Lecturers -	9	5	45	41
SFS Readers				

At Bundelkhand University, 23% regular lecturers, 26% SFS lecturers, 36% regular readers, 14% SFS readers and 17% professors said that they were suffering due to extreme temperature to a very great extent. 55% regular lecturers, 25% SFS lecturers, 36% regular readers, 57% SFS readers and 67% professors said that they were suffering from extreme temperature to large extent. 23% regular lecturers, 34% SFS lecturers, 27% regular readers and 29% SFS readers were affected by extreme temperature to some extent. 17% professors and 14% SFS lecturers did not express much concern about extreme temperature.

The climate of Jhansi is very hot. The lack of power supply aggravates the problem more. The faculty members felt more uncomfortable during peak summers.

At Jiwaji University, 50% regular lecturers, 9% SFS lecturers and 38% readers said that the temperature during summer was extreme and affects them to large extent. As per 13% readers, 5% SFS lecturers and 25% professors they were affected with extreme hot temperature to large extent. 50% regular lecturers, 45% SFS lecturers, 38% readers and 42% professors did not show much concern and said that to some extent the extreme temperature affects them. 13% readers, 41% SFS lecturers and 33% professors did not complain at all.

Adverse affect of Extreme Temperature on Performance



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

EXTREME TEMPERATURE AT WORKPLACE

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	43	The factor is a stressor to large extent
SFS Lecturers	102	170	The factor is a stressor to large extent
Regular Readers	11	23	The factor is a stressor to large extent
SFS Readers	7	10	The factor is a stressor to some extent
Professors	6	11	The factor is a stressor to large extent
Total	148	257	Overall the factor is a stressor to large extent
Jiwaji University			
Regular Lecturers	4	8	The factor is a stressor to large extent
SFS Lecturers	22	18	The factor is a stressor to some extent
Regular Readers	16	28	The factor is a stressor to some extent
Professors	12	11	The factor is a stressor to some extent
Total	54	65	Overall the factor is a stressor to some extent

Comparison between Bundelkhand University and Jiwaji University

Extreme temperature at workplace was overall a stressor to a large extent at Bundelkhand University and to some extent at Jiwaji University. At Jiwaji University the electrical power situation was better therefore the response was more positive.

7. c. Adverse effect of Sunlight Deprivation at workplace

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	14	9	45	32
Regular Readers	18	18	45	18
Professors	0	17	17	67

	VGE	LE	SE	NA
SFS Lecturers -	10	11	39	40
SFS Readers	0	14	43	43

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	25	50
Regular Readers	0	0	25	75
Professors	0	8	25	67

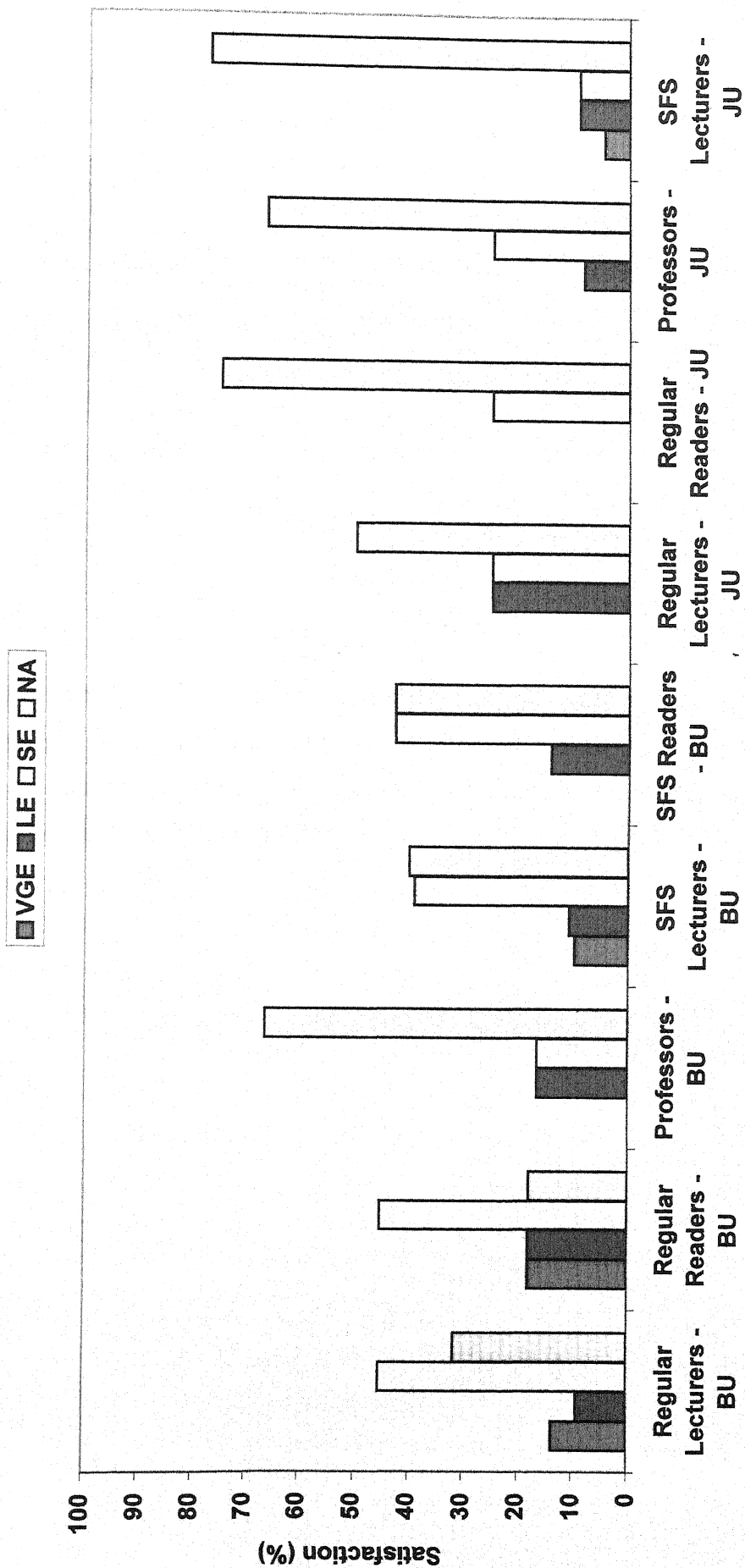
	VGE	LE	SE	NA
SFS Lecturers -	5	9	9	77
SFS Readers				

In Bundelkhand University, 14% regular lecturers, 10% SFS lecturers and 18% regular readers said that they suffered with sunlight deprivation. 9% regular lecturers, 11% SFS lecturers, 18% regular readers, 18% SFS readers and 17% professors said that to a large extent they suffered with sunlight deprivation. 45% regular lecturers, 39% SFS lecturers, 45% regular readers, 43% SFS readers and 17% professors said that to some extent they felt sunlight deprivation. 32% regular lecturers, 40% SFS lecturers, 18% regular readers, 43% SFS readers and 67% professors did not complain of sunlight deprivation at all.

Though Jhansi is a city where the summer remains for more than three fourth of the year, yet some faculty members complained of sunlight deprivation at their work stations or class rooms. It could be due to the situation of the classroom in south west direction.

At Jiwaji University, only 5% SFS lecturers complained of sunlight deprivation to a very great extent. Only 25% regular lecturers, 9% SFS lecturers and 8% professors complained of sunlight deprivation to a large extent. 25% regular lecturers, 9% SFS lecturers, 25% readers and 25% professors said that they suffered with sunlight deprivation to some extent only. 50% regular lecturers, 77% SFS lecturers, 75% readers and 67% professors did not complain of sunlight deprivation at all.

Adverse effect of Sunlight Deprivation on Performance



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

SUNLIGHT DEPRIVATION AT WORKPLACE

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	23	The factor is a stressor to some extent
SFS Lecturers	102	92	The factor is a stressor to some extent
Regular Readers	11	15	The factor is a stressor to some extent
SFS Readers	7	5	The factor is not a stressor
Professors	6	3	The factor is not a stressor
Total	148	138	Overall the factor is a stressor to some extent
Jiwaji University			
Regular Lecturers	4	3	The factor is not a stressor
SFS Lecturers	22	9	The factor is not a stressor
Regular Readers	16	4	The factor is not a stressor
Professors	12	5	The factor is not a stressor
Total	54	21	Overall the factor is not a stressor

Comparison between Bundelkhand University and Jiwaji University

Sunlight deprivation at workplace was overall a stressor to some extent for the Bundelkhand University faculty members and was not a stressor for the Jiwaji University faculty members.

Impact of working environment on the physiology and behaviour of the teachers

8.a. Working Conditions lead to - abnormal Blood Pressure

(Response in %)

Bundelkhand University				
	VGE	LE	SE	NA
Regular Lecturers	9	5	23	64
Regular Readers	9	27	27	36
Professors	17	17	33	33

Jiwaji University				
	VGE	LE	SE	NA
Regular Lecturers	0	0	0	100
Regular Readers	0	0	38	62
Professors	0	8	17	75

	VGE	LE	SE	NA
SFS Lecturers -	2	8	8	82
SFS Readers	0	14	29	57

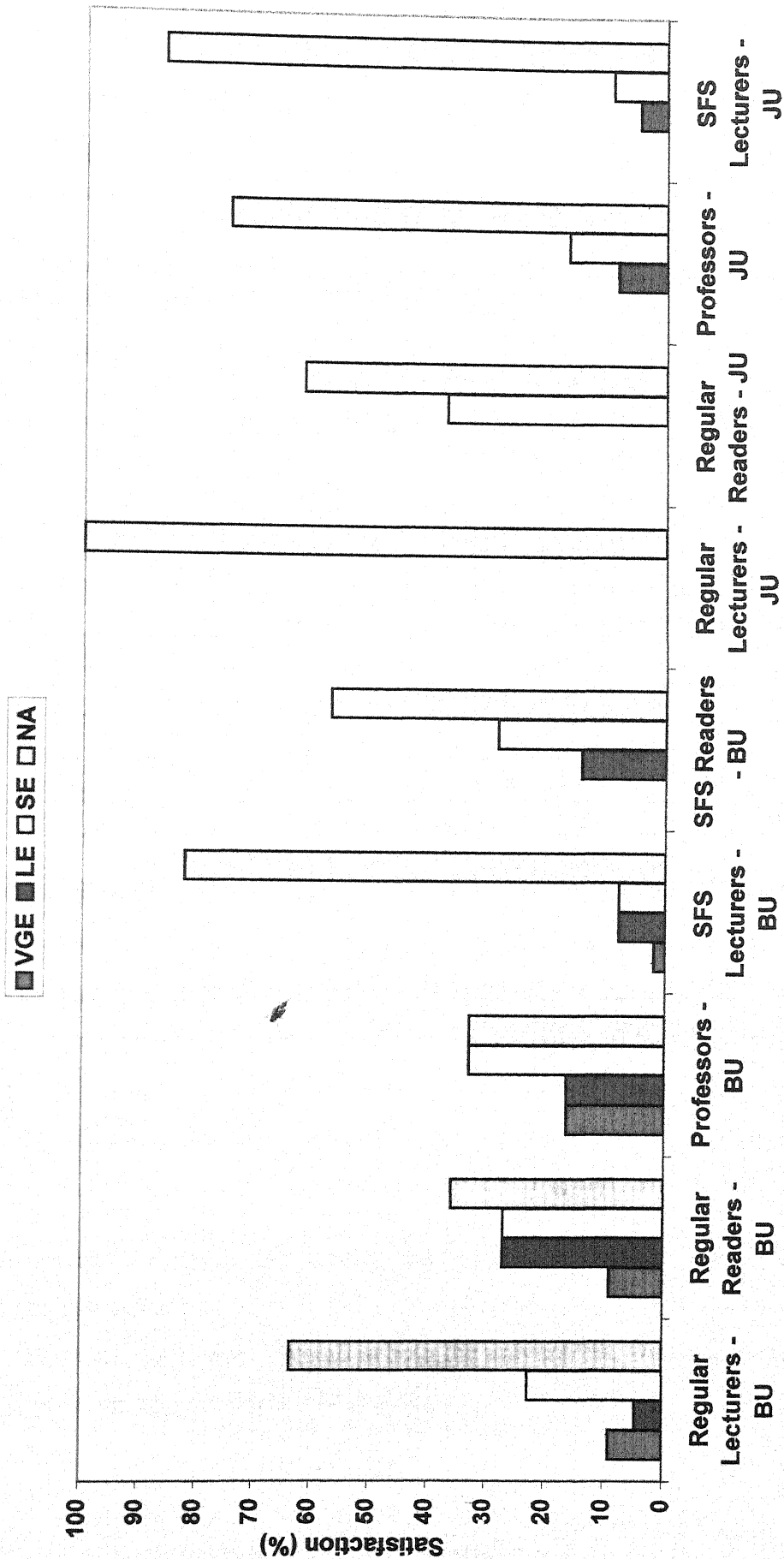
	VGE	LE	SE	NA
SFS Lecturers -	0	5	9	86
SFS Readers				

At Bundelkhand University 9% regular lecturers, 2% SFS lecturers, 9% regular readers and 17% professors said that their working conditions were responsible for their blood pressure irregularities to a great extent. 5% regular lecturers, 8% SFS lecturers, 27% regular readers, 14% SFS readers and 17% professors were of the opinion that to a large extent the working conditions were responsible for their BP problem. 23% regular lecturers, 8% SFS lecturers, 27% regular readers, 29% SFS readers and 33% professors informed that to some extent their working conditions or environment were responsible for their BP problem. 64% regular lecturers, 82% SFS lecturers, 36% regular readers, 57% SFS readers and 33% professors said that they did not have any BP problem at all due to working environment or conditions.

The reasons reported by the few faculty members for BP abnormality were, long academic working hours, additional departmental responsibilities, administrative problems, high temperature coupled with long power cuts, and infrastructural problems etc.

At Jiwaji University 8% professors and 5% SFS lecturers said that to a large extent the working conditions were responsible for their BP irregularity. 38% regular readers, 9% SFS lecturers and 17% professors said that to some extent the working conditions were responsible for their blood pressure irregularities. 100% regular

Working Conditions lead to Abnormal Blood Pressure



lecturers, 62% readers, 86% SFS lecturers and 75% professors had no BP abnormality due to working conditions.

The response at Jiwaji University was comparatively on the lower side. No faculty member placed entire blame on working conditions for their BP abnormality. Only a few professors and SFS lecturers complained of BP abnormality.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

WORKING CONDITIONS LEAD TO ABNORMAL BLOOD PRESSURE

Bundelkhand University	Respondents	Rating	Finding
Regular Lecturers	22	13	There is no adverse impact
SFS Lecturers	102	30	There is no adverse impact
Regular Readers	11	1	There is no adverse impact
SFS Readers	7	4	There is no adverse impact
Professors	6	4	There is no adverse impact
Total	148	52	Overall, there is no adverse impact.
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	4	There is no adverse impact
Regular Readers	16	6	There is no adverse impact
Professors	12	4	There is no adverse impact
Total	54	14	Overall, there is no adverse impact.

Comparison between Bundelkhand University and Jiwaji University

It was observed that the BP abnormality was comparatively more in Bundelkhand University due to working conditions. The reasons as cited by the faculty members were longer academic hours, paucity of equipments and facilities, long power cuts, lack of water supply, poor quality of students and other administrative responsibilities. The BP abnormality was reported by a small number of teaching faculty, as most of the faculty members were young and below the age of 40.

At Jiwaji University the faculty members were having better administrative procedures, less power cuts and better water supply, as a result the BP disorders were on the lesser side. Overall in both the universities, working conditions had no adverse impact on BP of faculty members.

8.b. Working conditions lead to - Indigestion

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	9	41	50
Regular Readers	0	9	36	55
Professors	0	17	50	33

	VGE	LE	SE	NA
SFS Lecturers	0	9	14	77
SFS Readers	0	0	29	71

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	0	75
Regular Readers	0	6	13	81
Professors	0	0	25	75

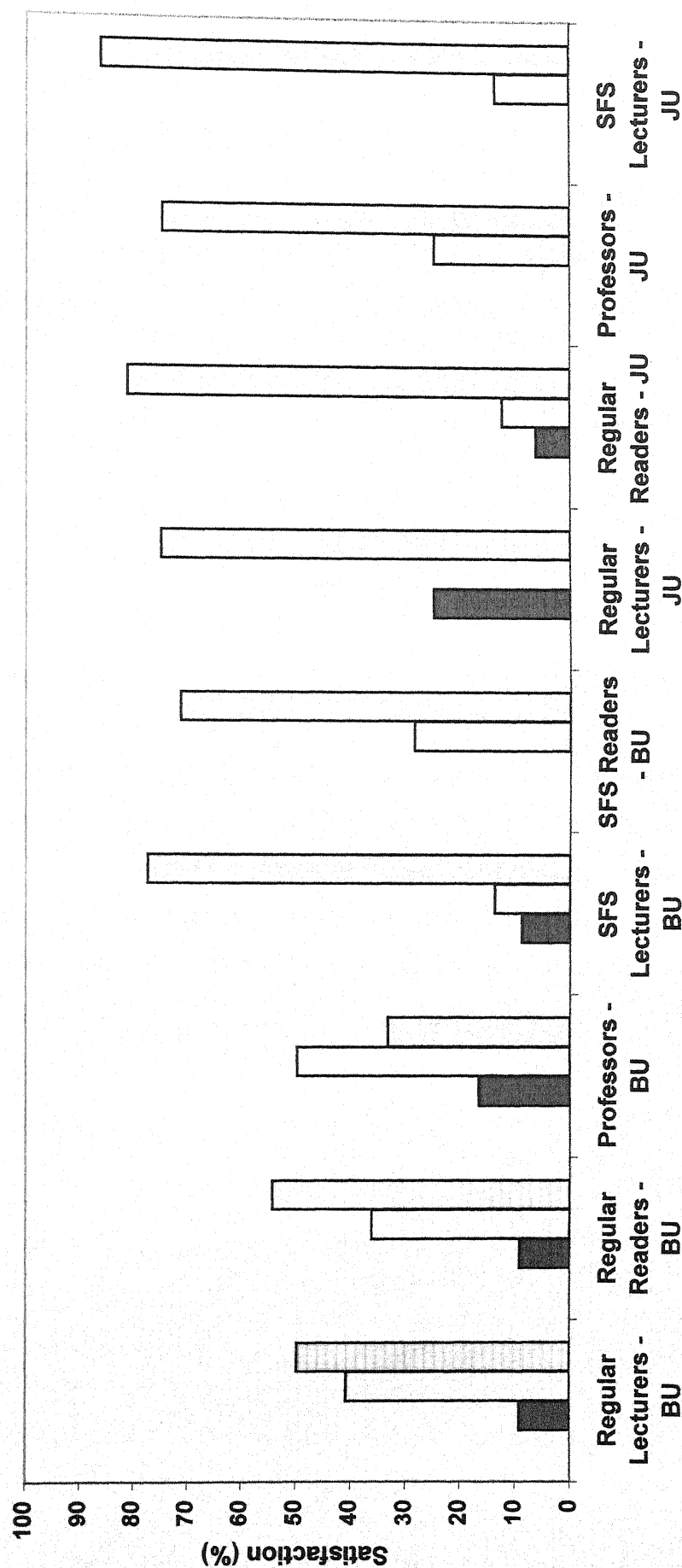
	VGE	LE	SE	NA
SFS Lecturers	0	0	14	86
SFS Readers				

At Bundelkhand University 9% regular, 9% SFS lecturers, 9% regular readers and 17% professors complained of indigestion due to working conditions to a large extent. 41% regular lecturers, 14% SFS lecturers, 36% regular readers, 29% SFS readers and 50% professors said that they had indigestion problem due to the working conditions to some extent only. 50% regular lecturers, 77% SFS lecturers, 55% regular readers, 71% SFS readers and 33% professors did not complain of this problem at all.

At Jiwaji University, 25% regular lecturers and 6% readers complained that their working conditions were responsible for indigestion problem to a large extent. 13% readers, 14% SFS lecturers and 25% professors said that to some extent they were suffering from indigestion due to working conditions. 75% regular lecturers, 86% SFS lecturers, 81% readers and 75% professors were not having this problem at all.

Working conditions lead to Indigestion

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO INDIGESTION

Bundelkhand University	Respondents	Rating	Finding
Regular Lecturers	22	13	There is no adverse impact
SFS Lecturers	102	35	There is no adverse impact
Regular Readers	11	1	There is no adverse impact
SFS Readers	7	2	There is no adverse impact
Professors	6	5	There is no adverse impact
Total	148	56	Overall there is no adverse impact.
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	3	There is no adverse impact
Regular Readers	16	4	There is no adverse impact
Professors	12	3	There is no adverse impact
Total	54	10	Overall there is no adverse impact.

Comparison between Bundelkhand University and Jiwaji University

It was observed that comparatively the indigestion problem was more in Bundelkhand University. But even at Jiwaji University a very small percentage of faculty members said that the working conditions were responsible for indigestion problem. In both universities the reasons cited for this health problem were irregular food habits due to long working hours. Overall working conditions had no adverse impact on digestive system of faculty members of both the universities.

8. c. Working conditions lead to - Migraine

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	5	14	27	55
Regular Readers	0	18	36	45
Professors	0	17	33	50

	VGE	LE	SE	NA
SFS Lecturers -	2	9	17	73
SFS Readers	0	14	14	71

Jiwaji University

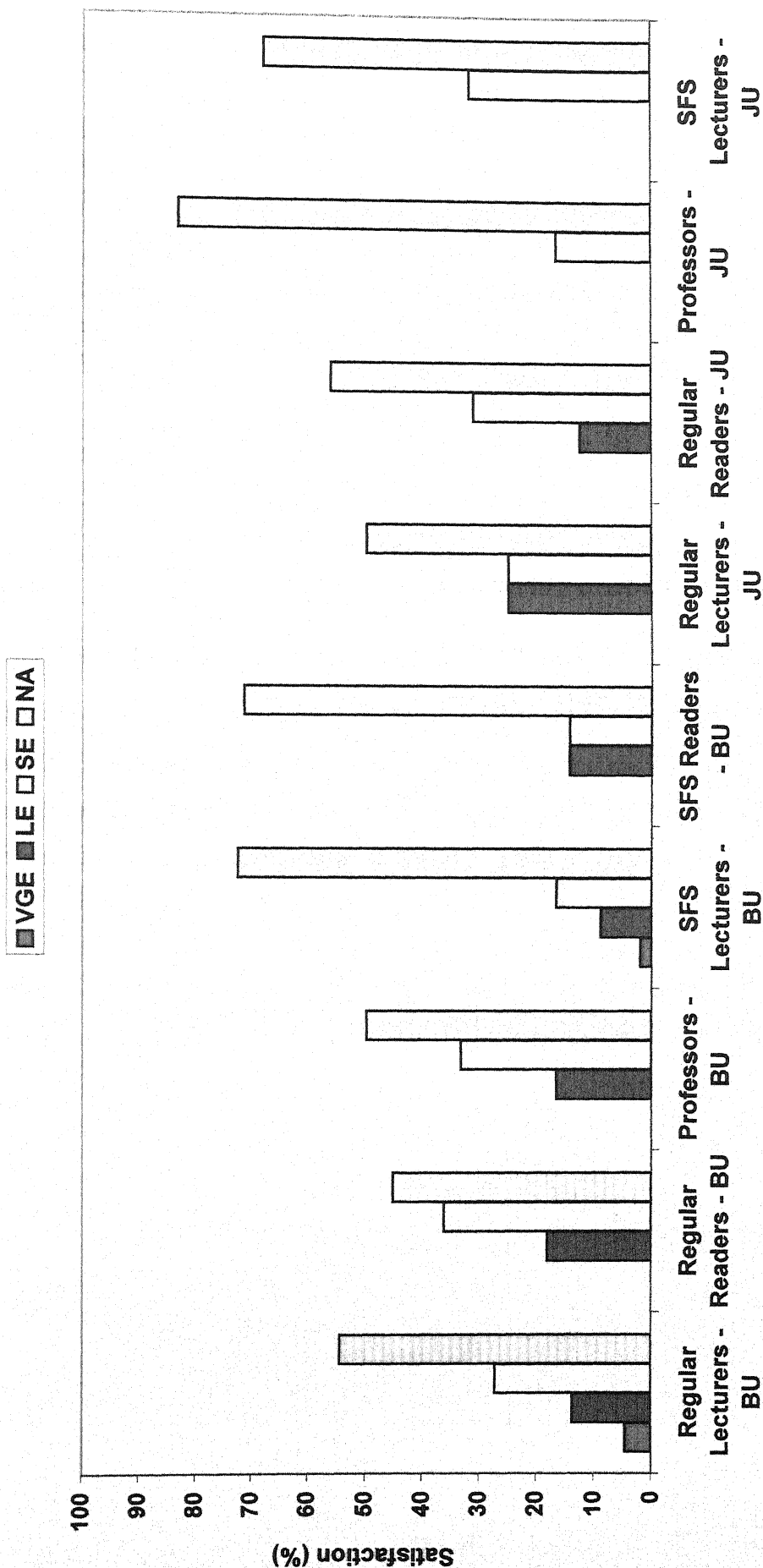
	VGE	LE	SE	NA
Regular Lecturers	0	25	25	50
Regular Readers	0	13	31	56
Professors	0	0	17	83

	VGE	LE	SE	NA
SFS Lecturers -	0	0	32	68
SFS Readers				

At Bundelkhand University 5% regular lecturers and 2% SFS lecturers informed that they were suffering from migraine due to the working conditions and environment of the university to a very great extent. 14% regular lecturers, 9% SFS lecturers, 18% regular readers, 14% SFS readers and 17% professors said that to large extent their working conditions were responsible for Migraine. 27% regular lecturers, 17% SFS lecturers, 36% regular readers, 14% SFS readers and 33% professors informed that they were suffering from migraine due to the working conditions to some extent. 55% regular lecturers, 73% SFS lecturers, 45% regular readers, 71% SFS readers and 50% professors were not having this problem at all.

At Jiwaji University, 25% regular lecturers and 13% readers complained of Migraine due to their working conditions to a large extent. 25% regular lecturers, 32% SFS lecturers, 31% readers and 17% professors said their working conditions were causing migraine problem to some extent. 50% regular lecturers, 68% SFS lecturers, 56% readers and 83% professors did not complain of migraine at all.

Working conditions lead to Migrain/Headache



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO MIGRAINE

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	15	There is no adverse impact
SFS Lecturers	102	46	There is no adverse impact
Regular Readers	11	1	There is no adverse impact
SFS Readers	7	3	There is no adverse impact
Professors	6	4	There is no adverse impact
Total	148	69	Overall, there is no adverse impact
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	7	There is no adverse impact
Regular Readers	16	9	There is no adverse impact
Professors	12	2	There is no adverse impact
Total	54	18	Overall, there is no adverse impact

Comparison between Bundelkhand University and Jiwaji University

The response from both universities was almost similar. At both Universities the regular faculty members complained more of migraine as compared to SFS faculty members but overall working conditions of both the universities were not responsible for migraine amongst the faculty members.

8. d. Working conditions lead to - Obesity

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	5	23	73
Regular Readers	0	0	9	91
Professors	0	33	17	50

	VGE	LE	SE	NA
SFS Lecturers -	1	3	6	90
SFS Readers	0	14	29	57

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	0	75
Regular Readers	6	13	13	69
Professors	0	8	17	75

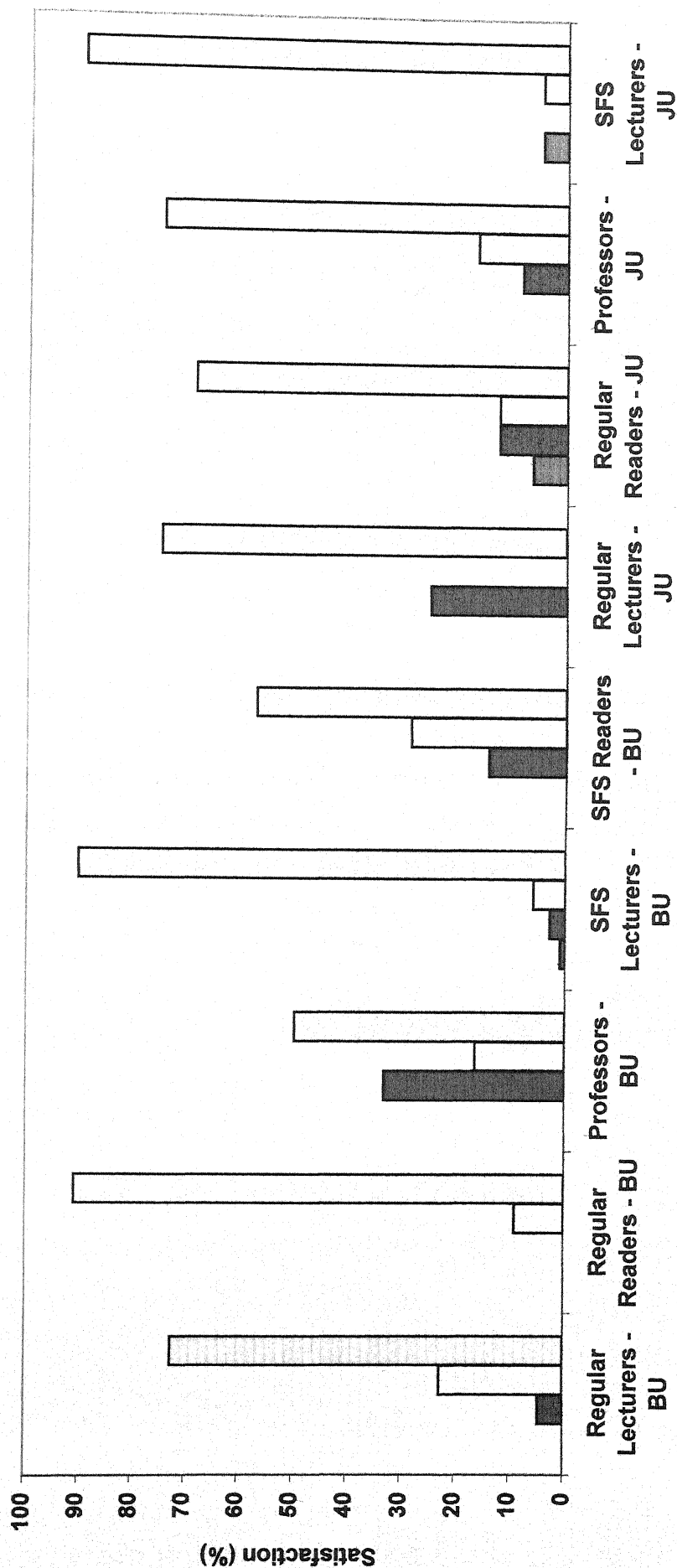
	VGE	LE	SE	NA
SFS Lecturers -	5	0	5	91
SFS Readers				

At Bundelkhand University 1% SFS lecturers said that they were suffering from obesity due to working conditions to a very great extent. 5% regular lecturers, 3% SFS lecturers, 14% SFS readers and 33% professors complained of obesity due to working conditions to a large extent. 23% regular lecturers, 6% SFS lecturers, 9% regular readers, 29% SFS readers and 17% professors said that to some extent the working conditions were responsible for their obesity. 73% regular lecturers, 90% SFS lecturers, 91% regular readers, 57% SFS readers and 50% professors did not complain of obesity at all.

At Jiwaji University, only 6% readers and 5% SFS lecturers complained that they were suffering from obesity due to working conditions. 25% regular lecturers, 13% readers and 8% professors complained that to a large extent their obesity was due to working conditions. 13% readers, 5% SFS lecturers and 17% professors said that to some extent the working conditions were responsible for obesity. 75% regular lecturers, 91% SFS lecturers, 69% readers and 75% professors did not complain of obesity at all.

Working conditions lead to Obesity

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO OBESITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	7	There is no adverse impact
SFS Lecturers	102	12	There is no adverse impact
Regular Readers	11	2	There is no adverse impact
SFS Readers	7	4	There is no adverse impact
Professors	6	5	There is no adverse impact
Total	148	30	Overall there is no adverse impact
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	5	There is no adverse impact
Regular Readers	16	9	There is no adverse impact
Professors	12	4	There is no adverse impact
Total	54	18	Overall there is no adverse impact

Comparison between Bundelkhand University and Jiwaji University

The response of both the universities was more or less similar on this issue. Only a small percentage of faculty members blamed the working conditions for their obesity, but overall working conditions were not responsible for it.

8. e. Working conditions lead to - Spondylites

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	5	14	5	77
Regular Readers	0	9	27	64
Professors	17	0	0	83

	VGE	LE	SE	NA
SFS Lecturers -	3	5	10	82
SFS Readers	0	0	29	71

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	0	75
Regular Readers	0	13	19	69
Professors	8	0	25	67

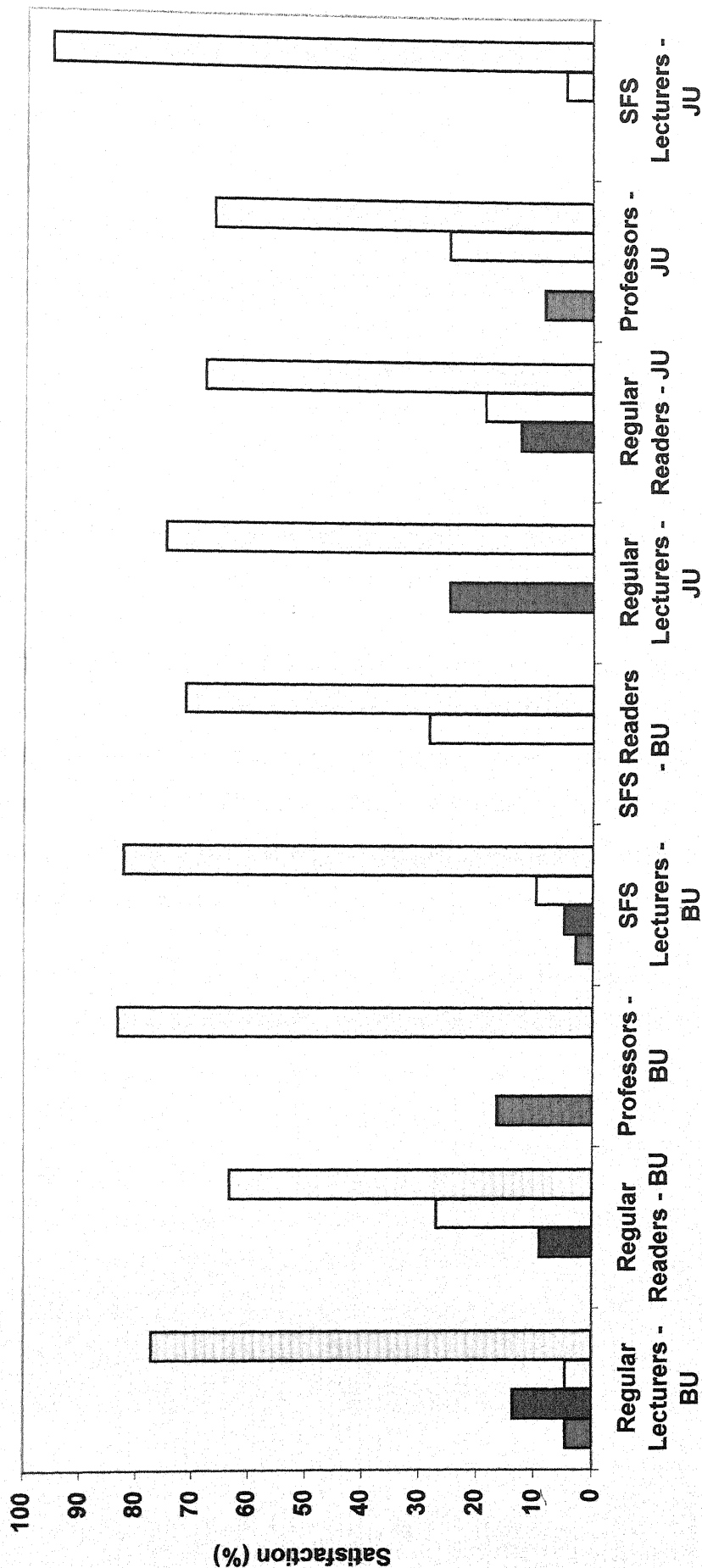
	VGE	LE	SE	NA
SFS Lecturers -	0	0	5	95
SFS Readers				

At Bundelkhand University 5% regular lecturers, 3% SFS lecturers and 17% professors complained that they were suffering from spondylites due to working conditions to a very great extent. 14% regular lecturers, 5% SFS lecturers and 9% regular readers said that they had Spondylites due to working conditions to a large extent. 5% regular lecturers, 10% SFS lecturers, 27% regular readers and 29% SFS readers were of the opinion that to some extent the working conditions were responsible for Spondylites. 77% regular lecturers, 82% SFS lecturers 64% regular readers, 71% SFS readers and 83% professors were not having this problem at all.

At Jiwaji University 8% professors told that they were suffering from Spondylites due to work conditions to a very great extent. 25% regular lecturers and 13% readers complained that to a large extent their working conditions were responsible for their spondylites. 5% SFS lecturers, 19% readers and 25% professors were of the opinion that their working conditions were responsible for their spondylites to some extent. 75% regular lecturers, 95% SFS lecturers, 69% readers and 67% professors did not have this problem at all.

Working Conditions lead to Spondylites

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO SPONDYLITES

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	11	There is no adverse impact
SFS Lecturers	102	26	There is no adverse impact
Regular Readers	11	0	There is no adverse impact
SFS Readers	7	2	There is no adverse impact
Professors	6	3	There is no adverse impact
Total	148	42	Overall there is no adverse impact
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	2	There is no adverse impact
Regular Readers	16	7	There is no adverse impact
Professors	12	6	There is no adverse impact
Total	54	15	Overall there is no adverse impact

Comparison between Bundelkhand University and Jiwaji University

It was observed that though the response was almost similar at the two universities. The faculty members at Bundelkhand University were slightly more affected by spondylites than the Jiwaji University. Most of the faculty members did not blame the working conditions at all for spondylites except a minor percentage. Overall, working conditions were not responsible for spondylites.

8. f. Working conditions lead to - Hair loss

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	5	27	68
Regular Readers	9	0	55	36
Professors	0	17	33	50

	VGE	LE	SE	NA
SFS Lecturers -	1	6	10	83
SFS Readers	0	0	14	86
Professors				

Jiwaji University

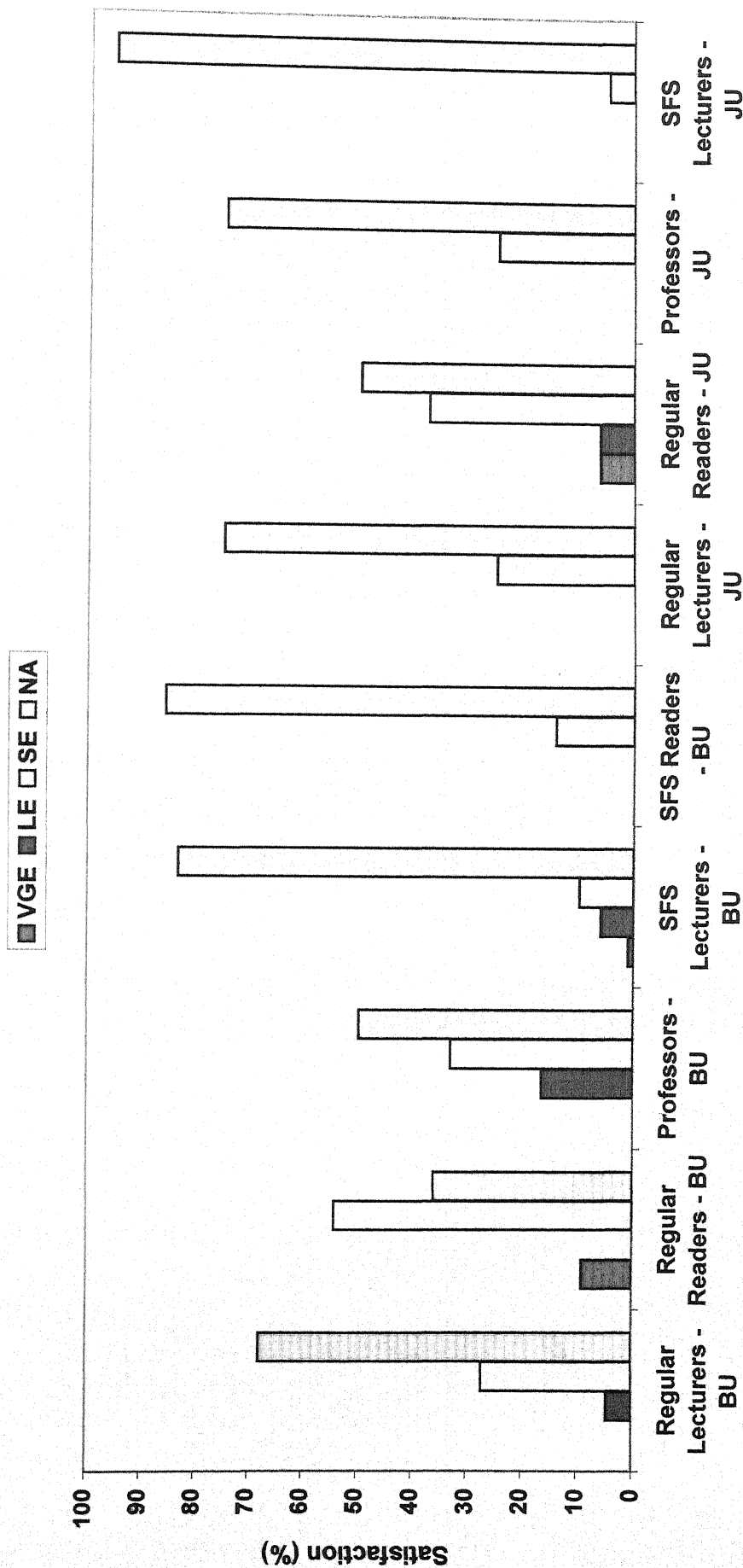
	VGE	LE	SE	NA
Regular Lecturers	0	0	25	75
Regular Readers	6	6	38	50
Professors	0	0	25	75

	VGE	LE	SE	NA
SFS Lecturers -	0	0	5	95
SFS Readers				
Professors				

At Bundelkhand University 9% regular readers and 1% SFS lecturers said that they were suffering from hair loss due to working conditions to a very great extent. 5% regular lecturers, 6% SFS lecturers and 17% professors said that to a large extent their working conditions were responsible for their hair loss. 27% regular lecturers, 10% SFS lecturers, 55% regular readers, 14% SFS readers and 33% professors said that the working conditions were responsible for hair loss only to some extent. 68% regular lecturers, 83% SFS lecturers, 36% regular readers 86% SFS readers and 50% professors did not have this problem at all due to working conditions.

At Jiwaji University 6% readers blamed the working conditions for hair-loss to a very great extent. 6% readers said that to large extent the working conditions were responsible for hair-loss. 25% regular lecturers, 5% SFS lecturers, 38% regular readers and 25% professors said that to some extent the working conditions were responsible for hair loss. 75% regular lecturers, 95% SFS lecturers, 50% readers and 75% professors were not having hair loss due to working conditions at all.

Working conditions lead to Hair Loss



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO HAIR LOSS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	8	There is no adverse impact
SFS Lecturers	102	25	There is no adverse impact
Regular Readers	11	11	There is adverse impact to some extent
SFS Readers	7	1	There is no adverse impact
Professors	6	4	There is no adverse impact
Total	148	49	Overall there is no adverse impact
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	1	There is no adverse impact
Regular Readers	16	11	There is no adverse impact
Professors	12	3	There is no adverse impact
Total	54	15	Overall there is no adverse impact

Comparison between Bundelkhand University and Jiwaji University

The response was more or less the same in both universities. A large majority of the faculty members did not blame the working conditions for their hair loss. Overall working conditions were not responsible for hair loss of the faculty members of both the universities.

8. g. Working conditions lead to - Acidity

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	14	27	59
Regular Readers	0	0	27	73
Professors	0	17	33	50

	VGE	LE	SE	NA
SFS Lecturers -	0	6	11	83
SFS Readers	0	0	43	57

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	25	50
Regular Readers	13	0	19	69
Professors	0	8	8	83

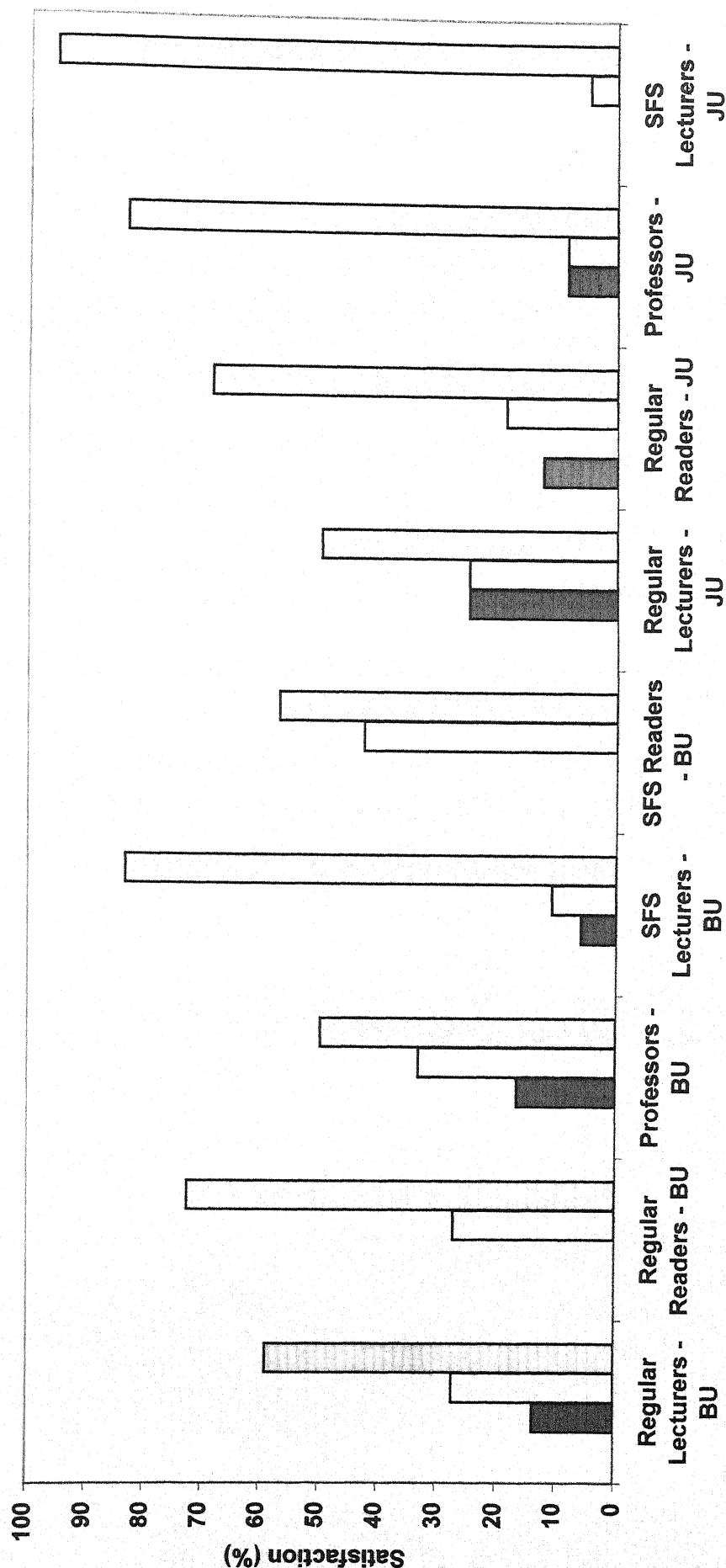
	VGE	LE	SE	NA
SFS Lecturers -	0	0	5	95
SFS Readers				

At Bundelkhand University no faculty members complained of acidity due to working conditions to a very great extent. 14% regular lecturers, 6% SFS lecturers and 17% professors complained of acidity due to their work environment to large extent. 27% regular lecturers, 11% SFS lecturers, 27% regular readers, 43% SFS readers and 33% professors said that though not entirely but to some extent they were suffering from acidity problem due to their working conditions. 59% regular lecturers, 83% SFS lecturers, 73% regular readers, 57% SFS readers and 50% professors did not have acidity problem at all.

At Jiwaji University 13% readers said that to a very great extent their working conditions were responsible for acidity problem. 25% regular lecturers and 8% professors were having acidity due to working conditions to a large extent. 25% regular lecturers, 5% SFS lecturers, 19% readers and 8% professors said that not entirely but to some extent the working conditions were responsible for their acidity problem. 50% regular lecturers, 95% SFS lecturers, 69% readers and 83% professors were not having acidity problem at all.

Working conditions lead to Acidity

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

WORKING CONDITIONS LEAD TO ACIDITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	12	There is no adverse impact
SFS Lecturers	102	23	There is no adverse impact
Regular Readers	11	11	There is adverse impact to some extent.
SFS Readers	7	3	There is no adverse impact
Professors	6	4	There is no adverse impact
Total	148	53	Overall there is no adverse impact
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	1	There is no adverse impact
Regular Readers	16	9	There is no adverse impact
Professors	12	3	There is no adverse impact
Total	54	13	Overall there is no adverse impact

Comparison between Bundelkhand University and Jiwaji University

The response was more or less the same in both universities. A large majority of the faculty members did not complain of acidity due to working conditions. Overall working conditions were not responsible for acidity problem of the faculty members of both the universities.

8. h. Working conditions lead to - Stomach Ache

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	9	14	77
Regular Readers	0	0	9	91
Professors	0	0	17	83

	VGE	LE	SE	NA
SFS Lecturers -	1	3	8	88
SFS Readers	0	0	14	86

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	25	75
Regular Readers	0	0	25	75
Professors	0	0	0	100

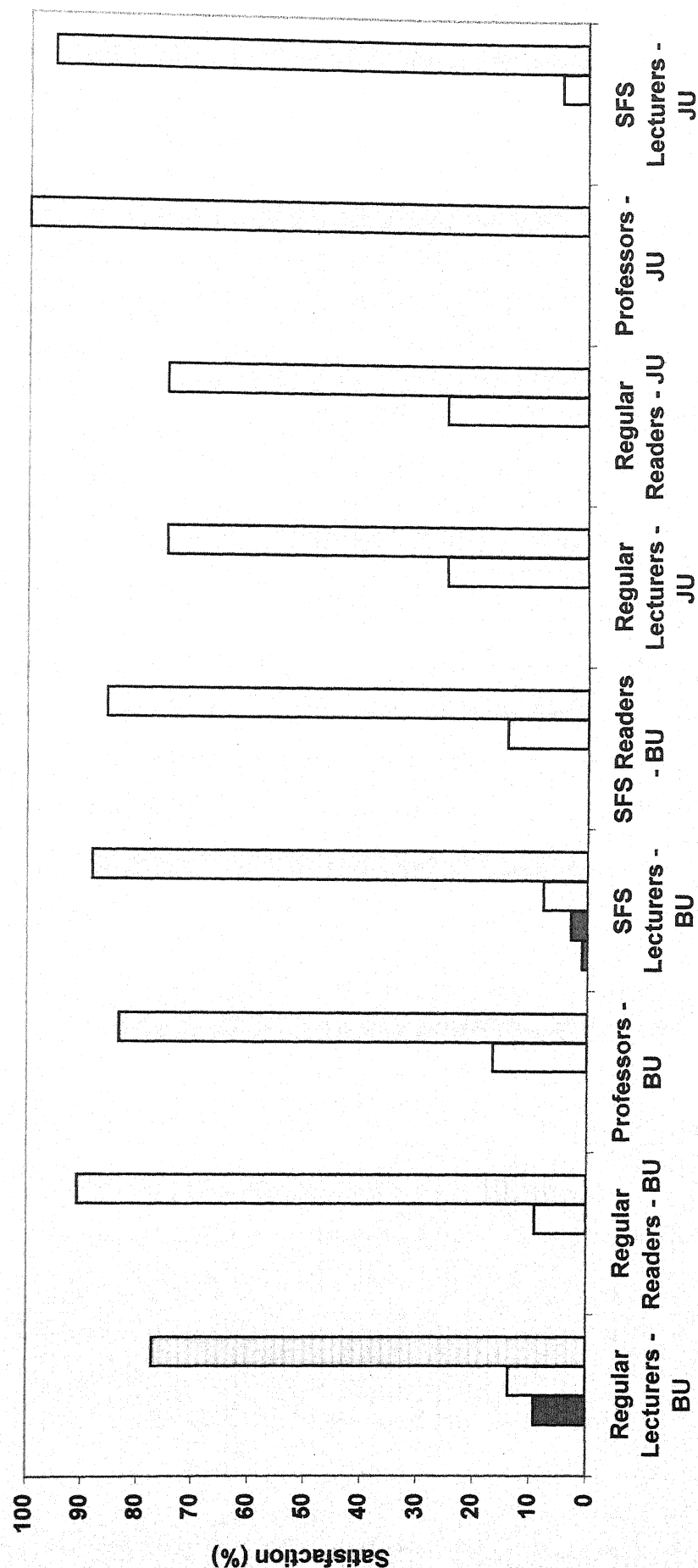
	VGE	LE	SE	NA
SFS Lecturers -	0	0	5	95
SFS Readers				

At Bundelkhand University 9% regular lecturers, 3% SFS lecturers complained that to a very great extent they were suffering from stomach ache due to working conditions. 9% regular lecturers and 3% SFS lecturers said that their working conditions were responsible for stomachache to large extent. 14% regular lecturers, 8% SFS lecturers, 9% regular readers, 14% SFS readers and 17% professors said that to some extent their working conditions were responsible for stomach ache. 77% regular lecturers, 88% SFS lecturers, 91% regular readers, 86% SFS readers and 83% professors did not complain of stomach ache at all.

At Jiwaji University 25% regular lecturers, 5% SFS lecturers and 25% regular readers said that to some extent their working conditions were responsible for Stomach ache. 75% regular lecturers, 95% SFS lecturers, 75% readers and 100% professors were not having stomach ache at all.

Working Conditions lead to Stomach-ache

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO STOMACH ACHE

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	7	There is no adverse impact
SFS Lecturers	102	17	There is no adverse impact
Regular Readers	11	0	There is no adverse impact
SFS Readers	7	1	There is no adverse impact
Professors	6	1	There is no adverse impact
Total	148	26	Overall there is no adverse impact
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	1	There is no adverse impact
Regular Readers	16	4	There is no adverse impact
Professors	12	0	There is no adverse impact
Total	54	5	Overall there is no adverse impact

Comparison between Bundelkhand University and Jiwaji University

The response was more or less the same in both universities. A very large majority of faculty members did not complain of Stomach ache due to working conditions. Overall working conditions were not responsible for stomach ache problem amongst faculty members of both the universities.

8. i. Working conditions lead to - Schizophrenia

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	0	0	100
Regular Readers	0	0	0	100
Professors	0	0	0	100

SFS Lecturers -	0	0	0	100
SFS Readers	0	0	0	100

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	0	100
Regular Readers	0	0	0	100
Professors	0	0	0	100

SFS Lecturers -	0	0	0	100
SFS Readers				

At Bundelkhand University no faculty member reported having this psychological disorder due to working conditions.

At Jiwaji University also no faculty member reported having this psychological disorder due to working conditions.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO SCHIZOPHRENIA

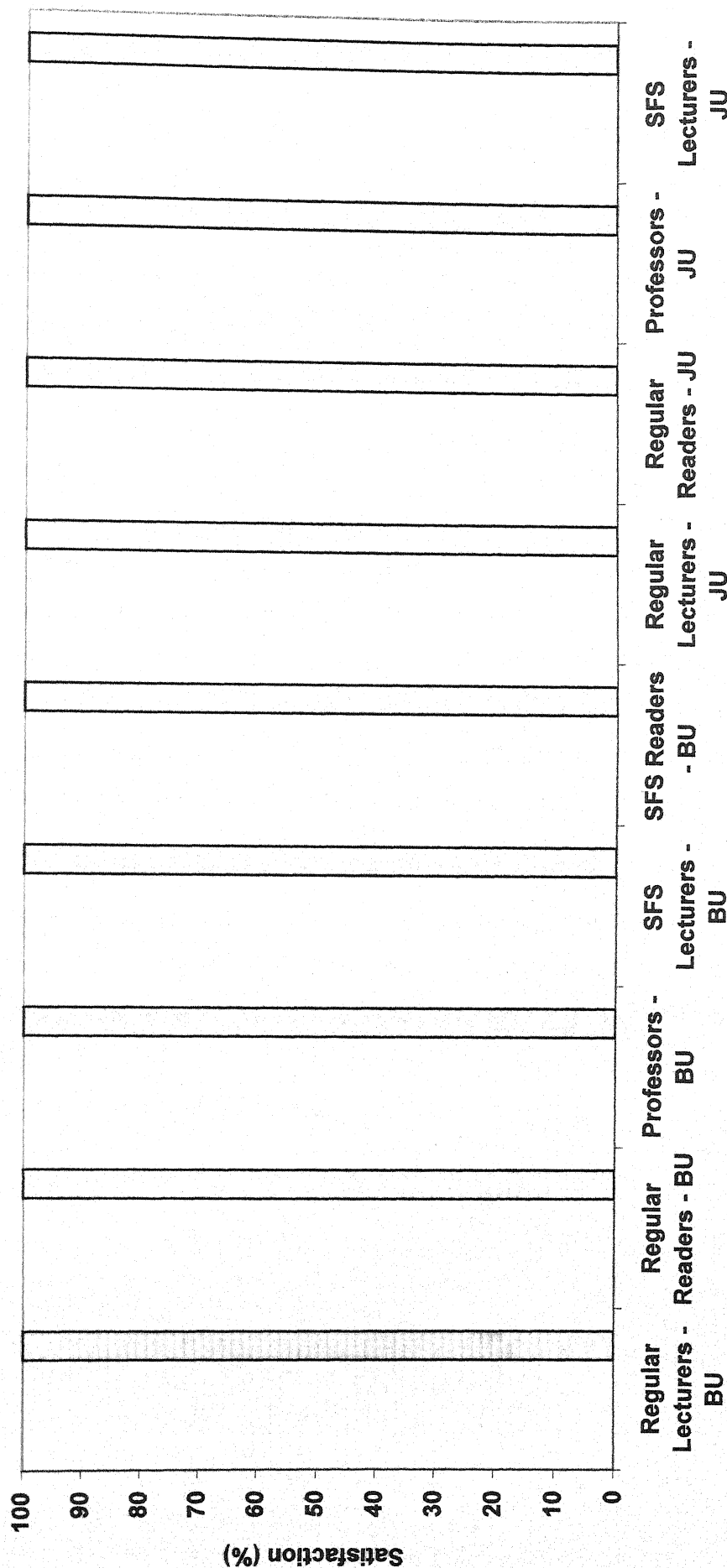
Bundelkhand University	Respon- dents	Rating	Finding
Regular Lecturers	22	0	There is no adverse impact
SFS Lecturers	102	0	There is no adverse impact
Regular Readers	11	0	There is no adverse impact
SFS Readers	7	0	There is no adverse impact
Professors	6	0	There is no adverse impact
Total	148	0	Overall there is no adverse impact
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	0	There is no adverse impact
Regular Readers	16	0	There is no adverse impact
Professors	12	0	There is no adverse impact
Total	54	0	Overall there is no adverse impact

Comparison between Bundelkhand University and Jiwaji University

The response was the same in both universities. Overall working conditions at both the universities are not a cause of Schizophrenia amongst their faculty members.

Working conditions lead to Schizophrenia

■ VGE ■ LE □ SE □ NA



8. j. Working conditions lead to - Depression

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	5	5	32	59
Regular Readers	0	9	9	82
Professors	0	17	67	17

	VGE	LE	SE	NA
SFS Lecturers -	8	0	22	71
SFS Readers	0	0	14	86

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	0	75
Regular Readers	0	0	25	75
Professors	8	0	8	83

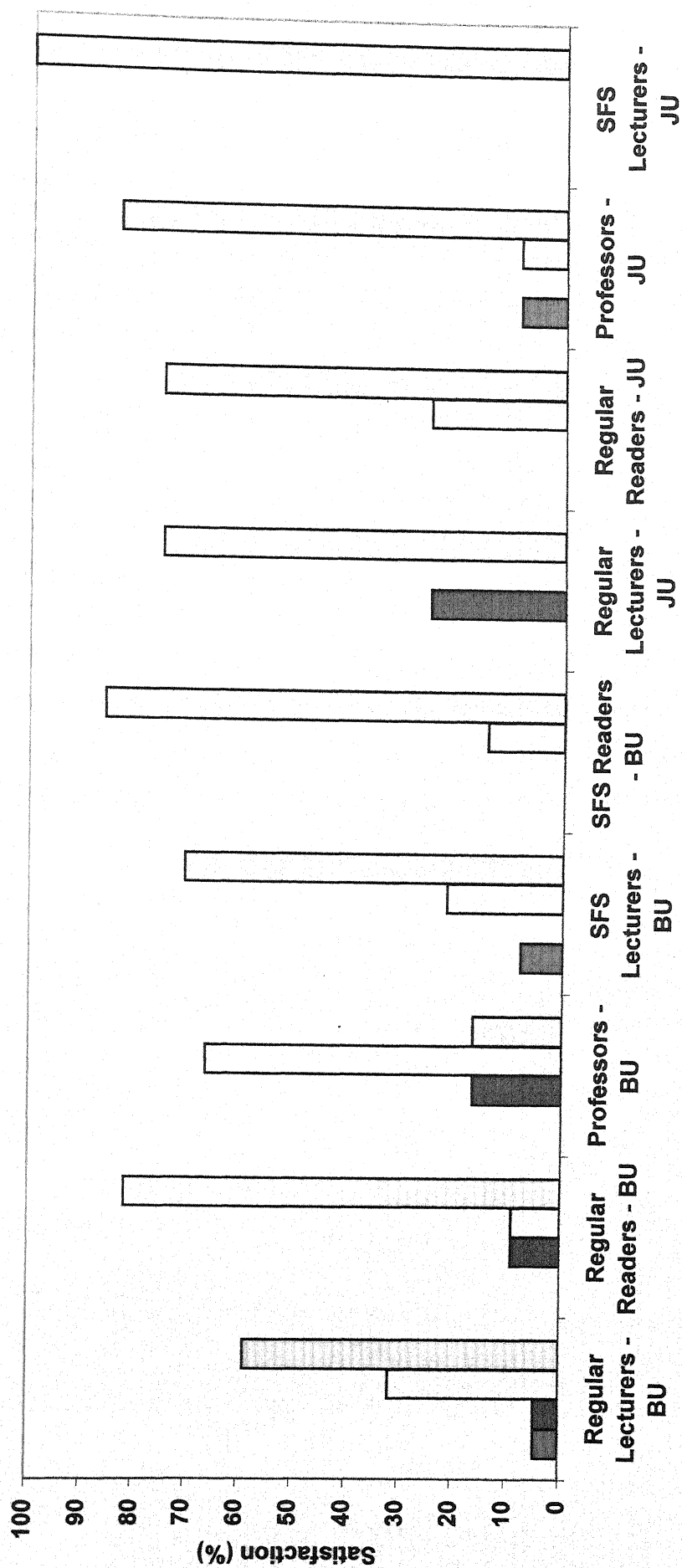
	VGE	LE	SE	NA
SFS Lecturers -	0	0	0	100
SFS Readers				

At Bundelkhand University 5% regular lecturers and 8% SFS lecturers complained that to a very great extent they were suffering from depression due to their working conditions. According to 5% regular lecturers, 9% regular readers and 17% professors they were suffering from depression due to working environment to large extent. 32% regular lecturers, 22% SFS lectures, 9% regular readers, 14% SFS readers and 67% professors said that apart from other personal reasons their working environment was responsible for depression in them only to some extent. However 59% regular lecturers, 71% SFS lecturers, 82% regular readers, 86% SFS readers and 17% professors did not complain of depression at all.

At Jiwaji University 8% professors complained of depression due to working conditions to a very great extent. As per 25% regular lecturers they were suffering from depression due to working environment to a large extent. 25% readers and 8% professors said that to some extent their working conditions were responsible for depression. 75% regular lecturers, 100% SFS lecturers, 75% readers and 83% professors did not complain of depression at all.

Working conditions lead to Depression

■ VGE ■ LE □ SE □ NA



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO DEPRESSION

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	12	There is no adverse impact
SFS Lecturers	102	56	There is no adverse impact
Regular Readers	11	0	There is no adverse impact
SFS Readers	7	1	There is no adverse impact
Professors	6	6	There is no adverse impact
Total	148	75	Overall there is no adverse impact
Jiwaji University			
Regular Lecturers	4	0	There is no adverse impact
SFS Lecturers	22	3	There is no adverse impact
Regular Readers	16	4	There is no adverse impact
Professors	12	4	There is no adverse impact
Total	54	11	Overall there is no adverse impact

Comparison between Bundelkhand University and Jiwaji University

The response was more or less the same in both universities. A large majority of the faculty members did not complained of depression due to working conditions. Overall working conditions of both the universities did not cause depression to their faculty members.

8.k. Working conditions lead to increase in consumption of Cigarettes

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	0	9	91
Regular Readers	0	0	9	91
Professors	0	0	17	83

	VGE	LE	SE	NA
SFS Lecturers -	2	2	0	96
SFS Readers	0	0	0	100

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	0	100
Regular Readers	0	0	0	100
Professors	0	0	0	100

	VGE	LE	SE	NA
SFS Lecturers -	0	0	0	100
SFS Readers				

At Bundelkhand University 2% SFS lecturers reported that their smoking increased due to working environment to a very great extent. Another 2% SFS lectures said that to a large extent their working conditions were responsible for increase in smoking habit. 9% regular lecturers, 9% regular readers and 17% professors said that to some extent their working conditions and environment were responsible for increase in smoking. 91% regular lecturers, 96% SFS lecturers, 91% regular readers, 100% SFS readers and 83% professors did not smoke at all.

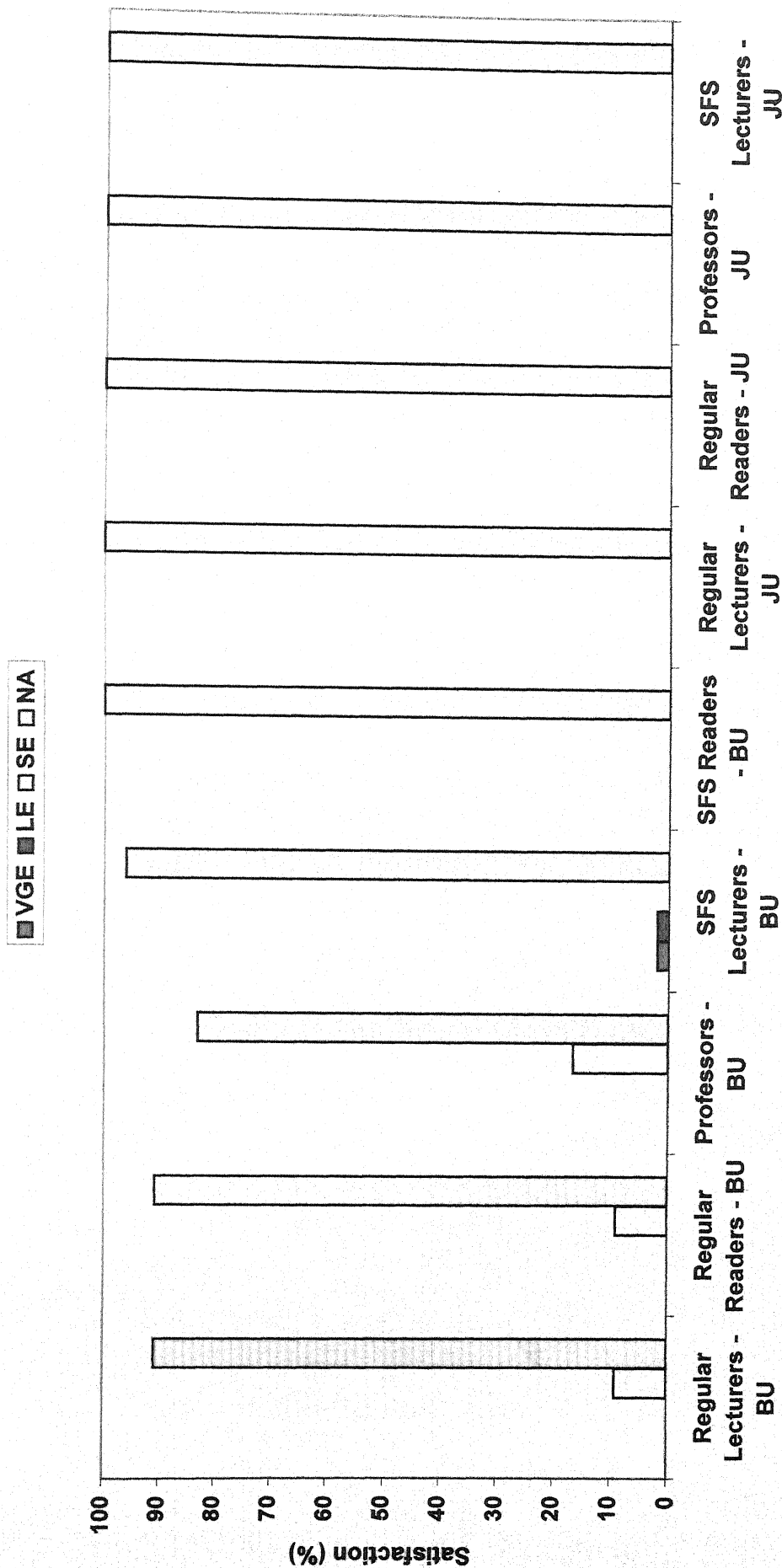
At Jiwaji University no faculty member reported that the consumption of cigarettes increased due to work conditions.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

WORKING CONDITIONS LEAD TO INCREASE IN CIGARETTES CONSUMPTION

Bundelkhand University	Respon- dents	Rating	Finding
Regular Lecturers	22	2	There is no increase in consumption
SFS Lecturers	102	10	There is no increase in consumption
Regular Readers	11	0	There is no increase in consumption
SFS Readers	7	0	There is no increase in consumption
Professors	6	1	There is no increase in consumption
Total	148	13	Overall there is no increase in consumption
Jiwaji University			
Regular Lecturers	4	0	There is no increase in consumption
SFS Lecturers	22	0	There is no increase in consumption
Regular Readers	16	0	There is no increase in consumption
Professors	12	0	There is no increase in consumption
Total	54	0	Overall, there is no increase in consumption

Increase in Smoking due to Working Conditions



Comparison between Bundelkhand University and Jiwaji University

The response was more or less the same in both universities. A large majority of faculty members did not complain of increased smoking due to working conditions. Overall there was no increase in cigarettes consumption of faculty members due to working conditions.

8.1. Working conditions lead to increase in consumption of Alcohol

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	0	9	0	91
Regular Readers	0	0	9	91
Professors	0	0	0	100

	VGE	LE	SE	NA
SFS Lecturers -	1	1	5	93
SFS Readers	0	0	0	100

Jiwaji University

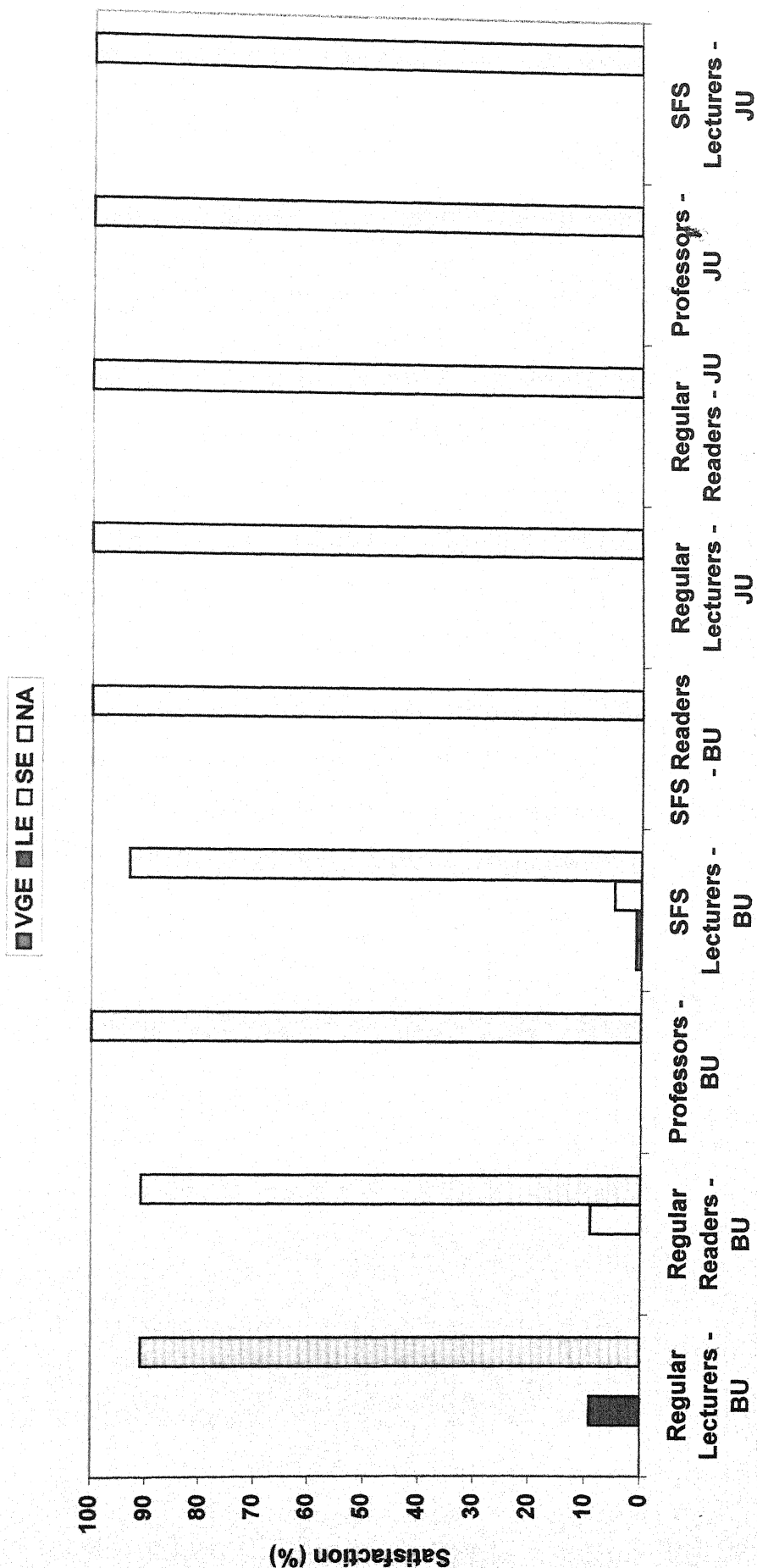
	VGE	LE	SE	NA
Regular Lecturers	0	0	0	100
Regular Readers	0	0	0	100
Professors	0	0	0	100

	VGE	LE	SE	NA
SFS Lecturers -	0	0	0	100
SFS Readers				

At Bundelkhand University only 1% SFS lecturers said that their alcohol consumption increased due to working conditions. 9% regular lecturers and 1% SFS lecturers reported that to a large extent their working conditions were responsible for their increased consumption of alcohol. 9% regular readers and 5% SFS lecturers said to some extent their working conditions were responsible for their increased consumption of alcohol. 91% regular lecturers, 93% SFS lecturers, 91% regular readers, 100% SFS readers and 100% professors either do not take alcohol at all or their consumption of alcohol did not increase at all.

At Jiwaji University no faculty member reported that their working environment resulted in increase in consumption of alcohol.

Increase in Alcoholic Consumption due to Working Conditions



Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

WORKING CONDITIONS LEAD TO INCREASE IN ALCOHOL CONSUMPTION

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	2	There is no increase in consumption
SFS Lecturers	102	12	There is no increase in consumption
Regular Readers	11	0	There is no increase in consumption
SFS Readers	7	0	There is no increase in consumption
Professors	6	0	There is no increase in consumption
Total	148	14	Overall there is no increase in consumption
Jiwaji University			
Regular Lecturers	4	0	There is no increase in consumption
SFS Lecturers	22	0	There is no increase in consumption
Regular Readers	16	0	There is no increase in consumption
Professors	12	1	There is no increase in consumption
Total	54	1	Overall there is no increase in consumption

Comparison between Bundelkhand University and Jiwaji University

The response was more or less the same in both universities. Overall faculty members did not complain of increase in consumption of alcohol due to working conditions.

8 m. Effect of working conditions on Motivation to come to the University

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	27	32	27	14
Regular Readers	27	64	9	0
Professors	17	50	33	0

	VGE	LE	SE	NA
SFS Lecturers -	19	38	35	8
SFS Readers	43	57	0	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	75	25
Regular Readers	63	31	0	6
Professors	33	42	25	0

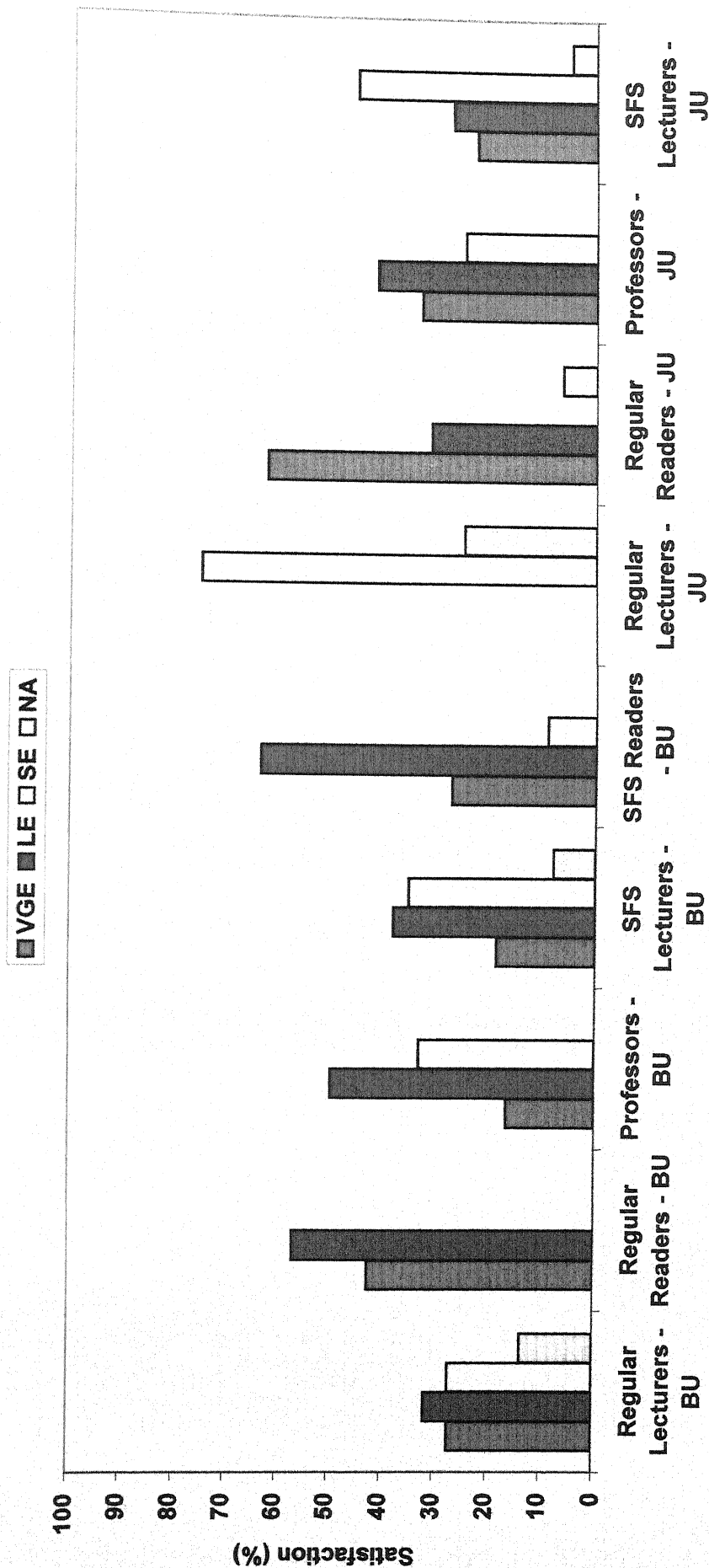
	VGE	LE	SE	NA
SFS Lecturers	23	27	45	5
SFS Readers				

At Bundelkhand University, 27% regular lecturers, 19% SFS lecturers, 27% regular readers, 43% SFS readers and 17% professors informed that every morning they looked forward to come to the university to a very great extent. 32% regular lecturers, 38% SFS lecturers, 64% regular readers, 57% SFS readers and 50% professors said that to a large extent they felt motivated to come to the university every morning. 27% regular lecturers, 35% SFS lecturers, 9% regular readers and 33% professors did not seem to be so motivated. Coming to university seems to be more mechanical and routine rather than a pleasure. 14% regular lecturers and 8% SFS lecturers said that they did not look forward at all to come to the university every morning. The motivation level of readers both on SFS as well as regular rolls was higher.

If environment of the university consists of cooperative colleagues, good students and surroundings, proper infrastructure facilities, motivating policies and positive attitude of the authorities apart from incentives and recreational activities one may eagerly look forward to attend the university but lack of such factors may result into stress and discomfort at work.

At Jiwaji University 23% SFS lecturers, 63% readers and 33% professors responded positively and said that they looked forward to a very great extent every morning to come to the University. 27% SFS lecturers, 31% readers and 42% professors said that they looked forward to come to the university every morning to large extent.

Eagerness to Come to the University Every Morning



75% regular lecturers, 45% SFS lecturers and 25% professors felt motivated to come to the university only to some extent. 25% regular lecturers, 6% readers and 5% SFS lecturers said that they did not feel motivated to come to the university every morning eagerly. It was just a part of their routine which they had to observe.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

MOTIVATION TO COME TO THE UNIVERSITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	28	Lack of motivation to some extent
SFS Lecturers	102	132	Lack of motivation to some extent
Regular Readers	11	9	Lack of motivation to some extent
SFS Readers	7	4	No lack of motivation at all
Professors	6	7	Lack of motivation to some extent
Total	148	180	Overall lack of motivation to some extent
Jiwaji University			
Regular Lecturers	4	9	Lack of motivation to large extent
SFS Lecturers	22	29	Lack of motivation to some extent
Regular Readers	16	8	No lack of motivation at all
Professors	12	11	Lack of motivation to some extent
Total	54	57	Overall lack of motivation to some extent

Comparison between Bundelkhand University and Jiwaji University

Large majority of teachers in both the universities despite the various stressors were surprisingly motivated and looked forward to come to the university daily.

8. n. Effect of working conditions on

i. Interest in the development of Students

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	14	41	32	14
Regular Readers	9	64	27	0
Professors	33	50	17	0

	VGE	LE	SE	NA
SFS Lecturers -	33	39	21	7
SFS Readers	43	14	43	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	25	25	50	0
Regular Readers	38	38	25	0
Professors	8	50	33	8

	VGE	LE	SE	NA
SFS Lecturers -	23	36	36	5
SFS Readers				

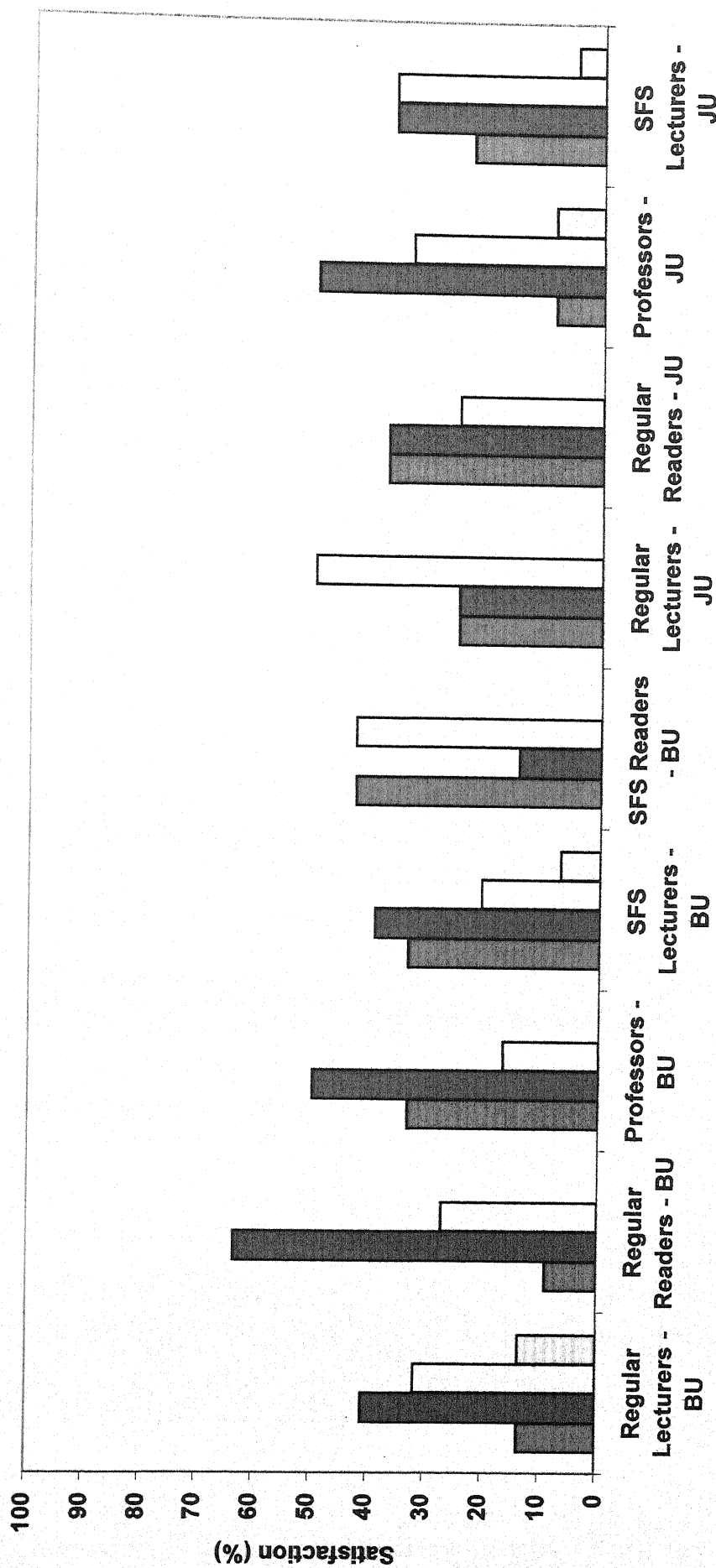
At Bundelkhand University 14% regular lecturers, 33% SFS lecturers, 9% regular readers, 43% SFS readers and 33% professors responded that they were taking interest in student development to a very great extent. 41% regular lecturers, 39% SFS lecturers, 64% regular readers, 14% SFS readers and 50% professors were taking interest in student development to a large extent. But the response from 32% regular lecturers, 21% SFS lecturers, 27% regular readers, 43% SFS readers and 17% professors suggested that they were taking interest in student development to some extent. The response from 14% regular lecturers and 7% SFS lecturers reflected that they were not taking any interest in student development.

It was observed that as compared to lecturers, the regular readers and professors were taking more interest in student development. The reason may be that the lecturers deal with both undergraduate and postgraduate students whereas the readers deal with postgraduate and research students who were more mature and professional.

At Jiwaji University, the responses of 25% regular lecturers, 23% SFS lecturers, 38% readers and 8% professors reflected that they were taking interest in students development to a very great extent. 25% regular lecturers, 36% SFS lecturers, 38% readers and 50% professors responded that they were taking interest in students development to a large extent. However, 50% regular lecturers, 36% SFS lecturers,

Pleasure in over-all development of Students

■ VGE ■ LE □ SE □ NA



25% readers and 33% professors were not so positive and their response suggested that they were taking interest in students development only to some extent. 5% SFS lecturers and 8% professors were not taking any interest in students development.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

INTEREST IN THE DEVELOPMENT OF STUDENTS

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	32	Lack of interest to some extent
SFS Lecturers	102	103	Lack of interest to some extent
Regular Readers	11	13	Lack of interest to some extent
SFS Readers	7	7	Lack of interest to some extent
Professors	6	5	Lack of interest to some extent
Total	148	160	Overall there is lack of interest to some extent
Jiwaji University			
Regular Lecturers	4	5	Lack of interest to some extent
SFS Lecturers	22	27	Lack of interest to some extent
Regular Readers	16	14	Lack of interest to some extent
Professors	12	17	Lack of interest to some extent
Total	54	63	Overall there is lack of interest to some extent

Comparison between Bundelkhand University and Jiwaji University

The response was more or less the same in both the universities. Though majority of the faculty members reported that they were taking interest in student development still a considerable number of faculty members did not respond positively. The reason could be the poor quality of the students or overload of subjects to be taught. Overall, there was lack of interest in student development to some extent amongst the faculty members of both the universities.

8.n. ii) Interest in the Development of Department

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	18	36	32	14
Regular Readers	9	55	36	0
Professors	33	50	17	0

	VGE	LE	SE	NA
SFS Lecturers -	22	43	26	9
SFS Readers	29	43	28	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	75	0
Regular Readers	38	31	31	0
Professors	17	58	17	8

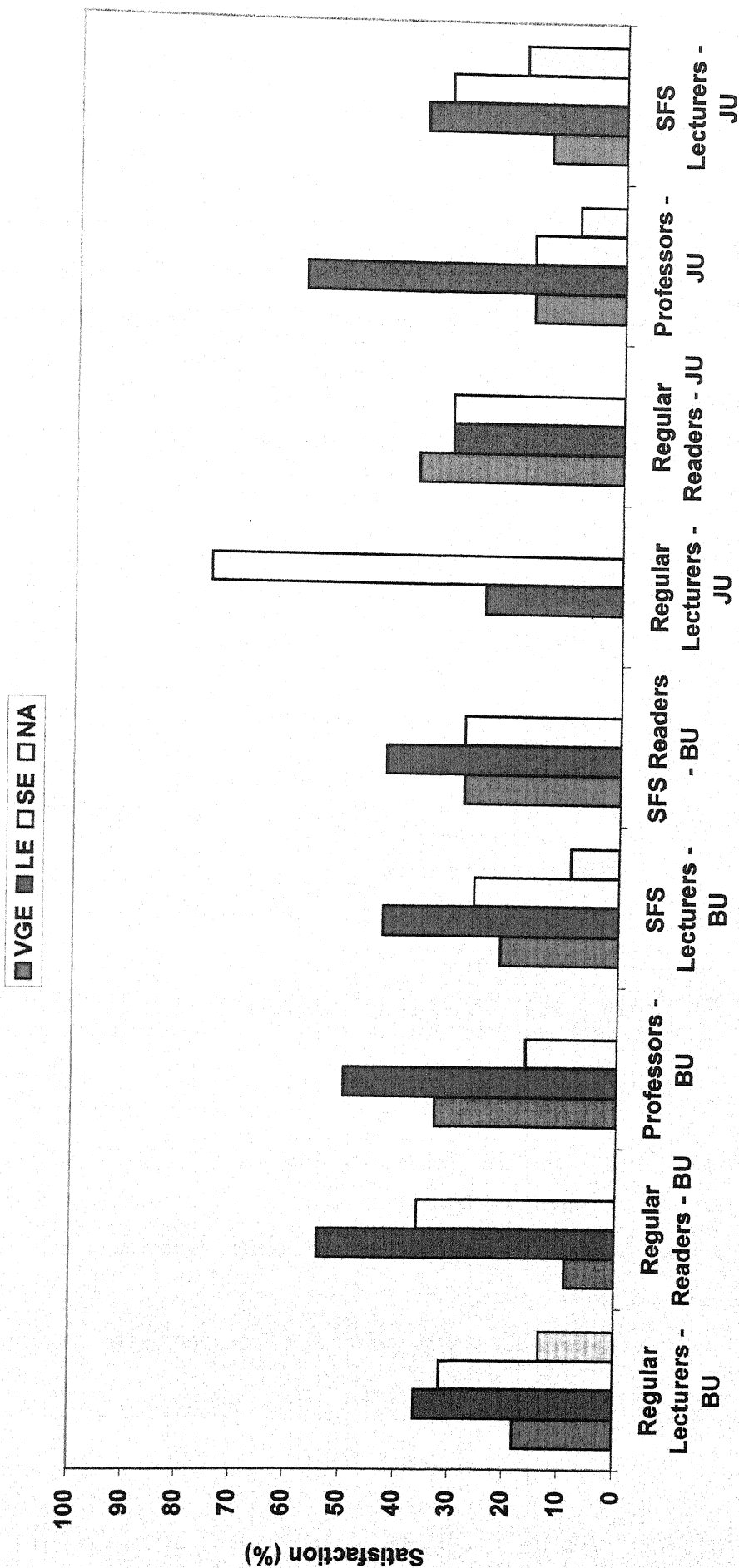
	VGE	LE	SE	NA
SFS Lecturers -	14	36	32	18
SFS Readers				

As far as departmental development was concerned, the responses from 18% regular lecturers, 22% SFS lecturers, 9% regular readers, 29% SFS readers and 33% professors at Bundelkhand University suggested that they were taking interest to a very great extent. 36% regular lecturers, 43% SFS lecturers, 55% regular readers, 43% SFS readers and 50% professors expressed their interest in departmental development to a large extent. But 32% regular lecturers, 26% SFS lecturers, 36% regular readers, 28% SFS readers and 17% professors did not express much enthusiasm and suggested that they were taking interest in the departmental development only to some extent. 14% regular lecturers, and 9% SFS lecturers did not express any interest in their departmental development.

The lack of interest in departmental development amongst some faculty members was due to lack of motivational policies of a state university. Though most of the departments were being run by the funds generated by the SFS courses, the faculty was not getting monetary and other benefits accordingly.

At Jiwaji University, the response of 14% SFS lecturers, 38% readers and 17% professors suggested that they were taking interest in departmental development to a very great extent. The response of 25% regular lecturers, 36% SFS lecturers, 31% readers and 58% professors suggested that they were taking interest in development of department to large extent. But the response of 75% regular lecturers, 32% SFS lecturers, 31% readers and 17% professors reflected that they

Feel Pleasure in the over-all development of Department



were taking interest only to some extent and there was a lack of enthusiasm in departmental development. The response from 18% SFS lecturers and 8% professors reflected that they were not taking any interest in departmental development at all.

It was observed that Lecturers were more concerned with self-development rather than the development of the department, whereas professors being the Heads of their respective departments were more interested in developing the department.

At Jiwaji University the concept of SFS courses had been introduced recently. The SFS lecturers were appointed on ad-hoc basis only for a semester on a nominal honorarium therefore they did not have a feeling of belongingness.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV).

INTEREST IN DEVELOPMENT OF THE DEPARTMENT

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	30	Lack of interest to some extent
SFS Lecturers	102	123	Lack of interest to some extent
Regular Readers	11	14	Lack of interest to some extent
SFS Readers	7	7	Lack of interest to some extent
Professors	6	5	No lack of interest at all
Total	148	179	Overall, lack of interest to some extent
Jiwaji University			
Regular Lecturers	4	7	Lack of interest to large extent
SFS Lecturers	22	34	Lack of interest to some extent
Regular Readers	16	15	Lack of interest to some extent
Professors	12	14	Lack of interest to some extent
Total	54	70	Overall, lack of interest to some extent

Comparison between Bundelkhand University and Jiwaji University

The responses of both universities suggested that majority of faculty members in both the universities except regular lecturers of Jiwaji University were taking interest in the development of their respective departments. Overall there was lack of interest only to some extent in the departmental development.

8. n. iii) Interest in the Development of the University

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	14	41	27	18
Regular Readers	9	45	36	9
Professors	33	50	17	0

	VGE	LE	SE	NA
SFS Lecturers -	21	29	38	12
SFS Readers	14	43	43	0

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	25	50	25
Regular Readers	38	19	44	0
Professors	8	58	25	8

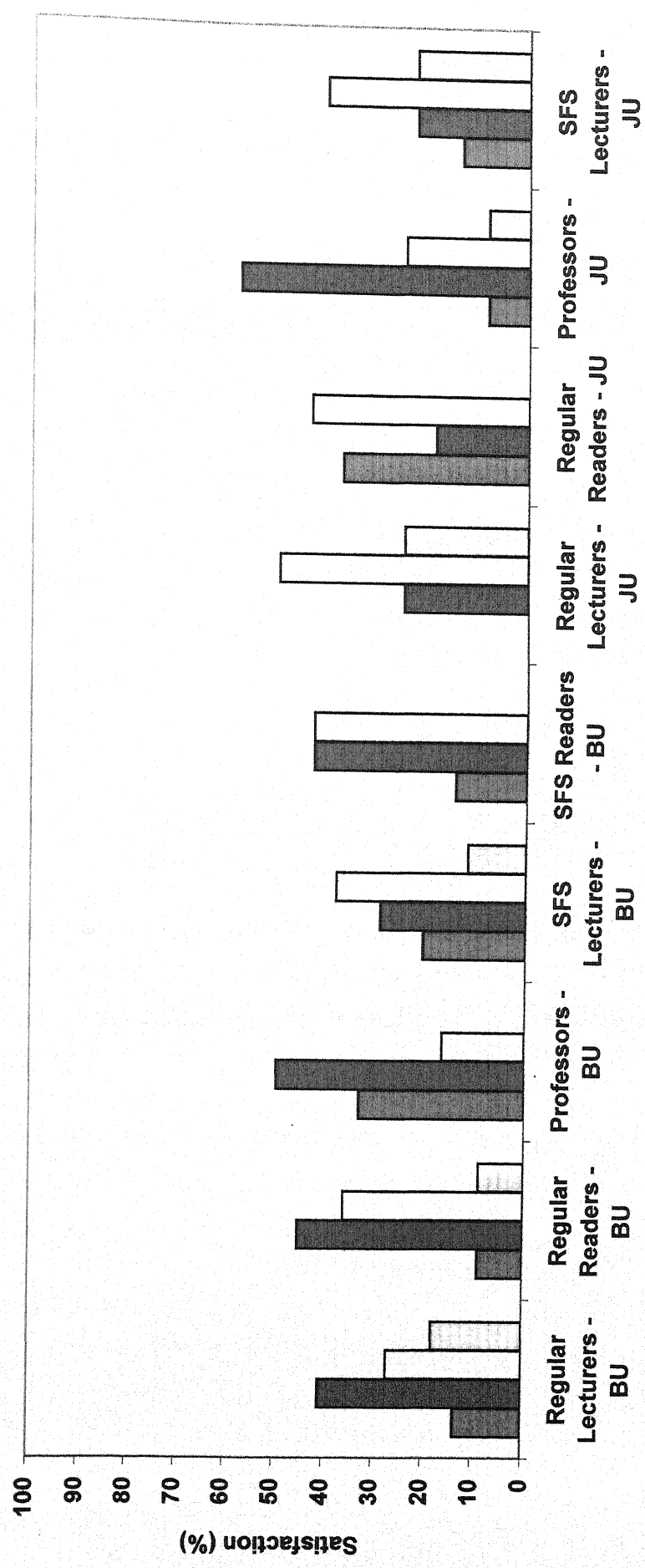
	VGE	LE	SE	NA
SFS Lecturers -	14	23	41	23
SFS Readers				

At Bundelkhand University 14% regular lecturers, 21% SFS lecturers, 9% regular readers, 14% SFS readers and 33% professor reported that they take interest in the development of University to a very great extent. It was reflected from the response of 41% regular lecturers, 29% SFS lecturers, 45% regular readers, 43% SFS readers and 50% professors that to a large extent they were taking interest in the development of the university. However the response of 27% regular lecturers, 38% SFS lecturers, 36% regular readers, 43% SFS readers and 17% professors reflected that they took interest in the development of the university to only some only. 18% regular lecturers, 12% SFS lecturers and 9% regular readers did not take interest in the university development at all.

At Jiwaji University, the response of 38% readers, 14% SFS lecturers and 8% professors reflected that they took interest in the development of the university to a very great extent. 25% regular lecturers, 23% SFS lecturers, 19% readers and 58% professors expressed that they took interest in university development to a large extent. But 50% regular lecturers, 41% SFS lecturers, 44% readers and 25% professors responded that they were taking interest in university development only to some extent. 25% regular lecturers, 23% SFS lecturers and 8% professors did not take any interest in university development at all.

Feel pleasure in over-all Development of the University

■ VGE ■ LE □ SE □ NA



Despite being an old establishment the responses were not so positive on such important aspect like organizational development. This reflected individualism and nuclear approach for self-development only rather than organizational development.

Verification of findings by applying the scale of individual factors as given in Research Methodology (Chapter IV)

INTEREST IN DEVELOPMENT OF THE UNIVERSITY

Bundelkhand University	Respon-dents	Rating	Finding
Regular Lecturers	22	33	Lack of interest to some extent
SFS Lecturers	102	144	Lack of interest to some extent
Regular Readers	11	16	Lack of interest to some extent
SFS Readers	7	9	Lack of interest to some extent
Professors	6	5	There is no lack of interest
Total	148	207	Overall, lack of interest to some extent.
Jiwaji University			
Regular Lecturers	4	8	Lack of interest to large extent
SFS Lecturers	22	38	Lack of interest to large extent
Regular Readers	16	17	Lack of interest to some extent
Professors	12	16	Lack of interest to some extent
Total	54	79	Overall, lack of interest to some extent.

Comparison between Bundelkhand University and Jiwaji University

Majority of teachers in both the universities except regular & SFS lecturers of Jiwaji University consider their role in development of their respective universities as pleasant one.

The interest of teachers in development of their respective students, department and university in spite of the various constraints is indicative of their high motivational level.

STRESS REDUCING FACTORS

9.i. Frequency of Recreational / cultural activities organized by the University

(Response in %)

Bundelkhand University

	VGE	LE	SE	NA
Regular Lecturers	5	27	41	27
Regular Readers	0	27	36	36
Professors	0	50	50	0

	VGE	LE	SE	NA
SFS Lecturers -	2	18	51	29
SFS Readers	0	0	71	29

Jiwaji University

	VGE	LE	SE	NA
Regular Lecturers	0	0	75	25
Regular Readers	6	6	44	44
Professors	0	17	58	25

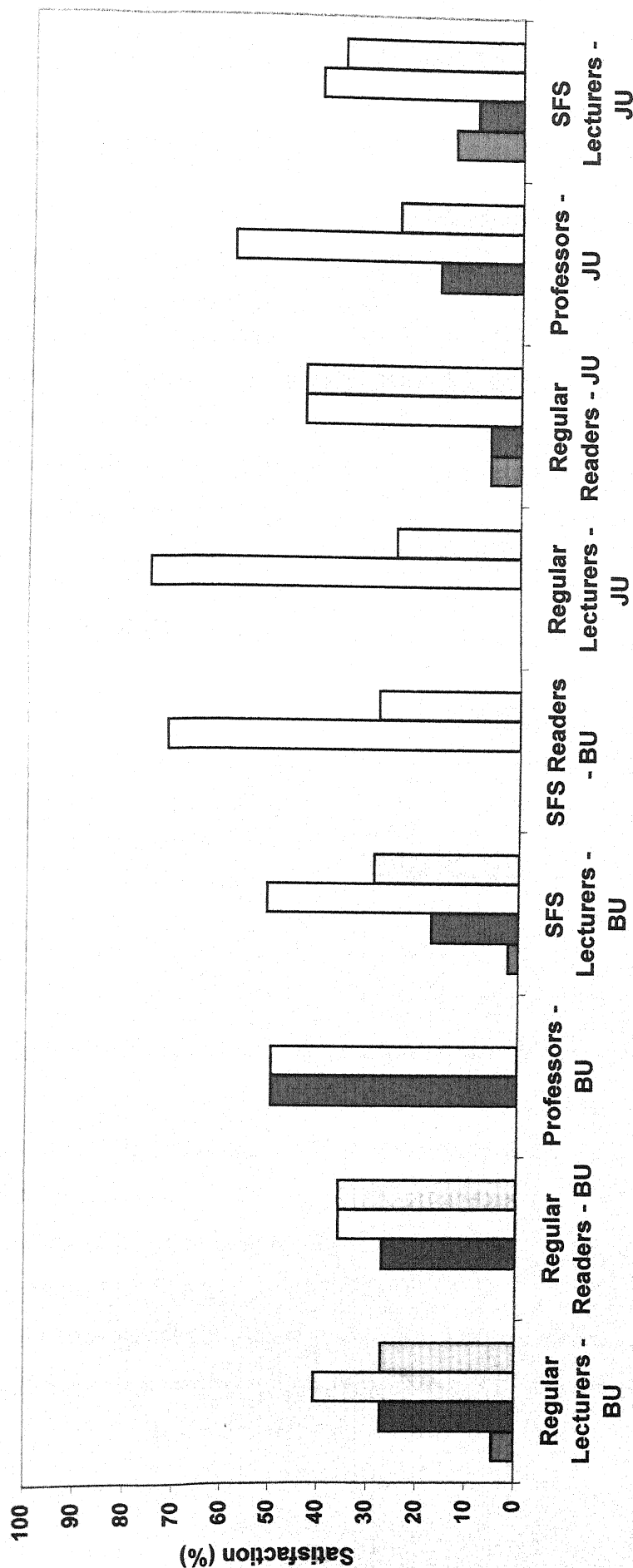
	VGE	LE	SE	NA
SFS Lecturers -	14	9	41	36
SFS Readers				

At Bundelkhand University 5% regular lecturers and 2% SFS lecturers, recreational activities like picnics, cultural events during festive season and other get togethers were organized to enhance the interaction amongst faculty members. 27% regular lecturers, 18% SFS lecturers, 27% regular readers and 50% professors said that to a large extent cultural activities were organised to motivate interaction amongst faculty members at the University as well as departmental level. 41% regular lecturers, 51% SFS lecturers, 36% regular readers, 71% SFS readers and 50% professors said that cultural activities were organised to some extent. 27% regular lecturers, 29% SFS lecturers, 36% regular readers and 29% SFS readers said that no cultural activities were organised to enhance interaction amongst faculty members. The recreational, cultural and other academic get-to-gathers enhance the motivation of faculty members to a large extent. They help developing the personality of the participants apart from reducing the burden of monotonous routine work.

At Jiwaji University 6% readers and 14% SFS lecturers said that recreational activities were arranged at University or departmental level to enhance interaction amongst the faculty members. 6% readers, 9% SFS lecturers and 17% professors said that to a large extent recreational activities were organised. 75% regular lecturers, 41% SFS lecturers, 44% readers and 58% professors did not respond

Organisation of Recreational & Cultural Activities by the University

■ VGE ■ LE □ SE □ NA



positively on this aspect. As per 25% regular lecturers, 36% SFS lecturers, 44% readers and 25% professors, recreational activities were not being organized at all.

It was told by the faculty members that except the Annual Convocation and a few zonal or national level sports and cultural competitive events, the university did not organize recreational and cultural activities.

Comparison between Bundelkhand University and Jiwaji University

The response of faculty members of both universities was not positive but comparatively in Bundelkhand University, the frequency of such events was more. It was clear from the above findings that teachers in both the universities were not being provided with sufficient opportunity to reduce stress.

9. ii. Recreational/Cultural activities help in reducing stress

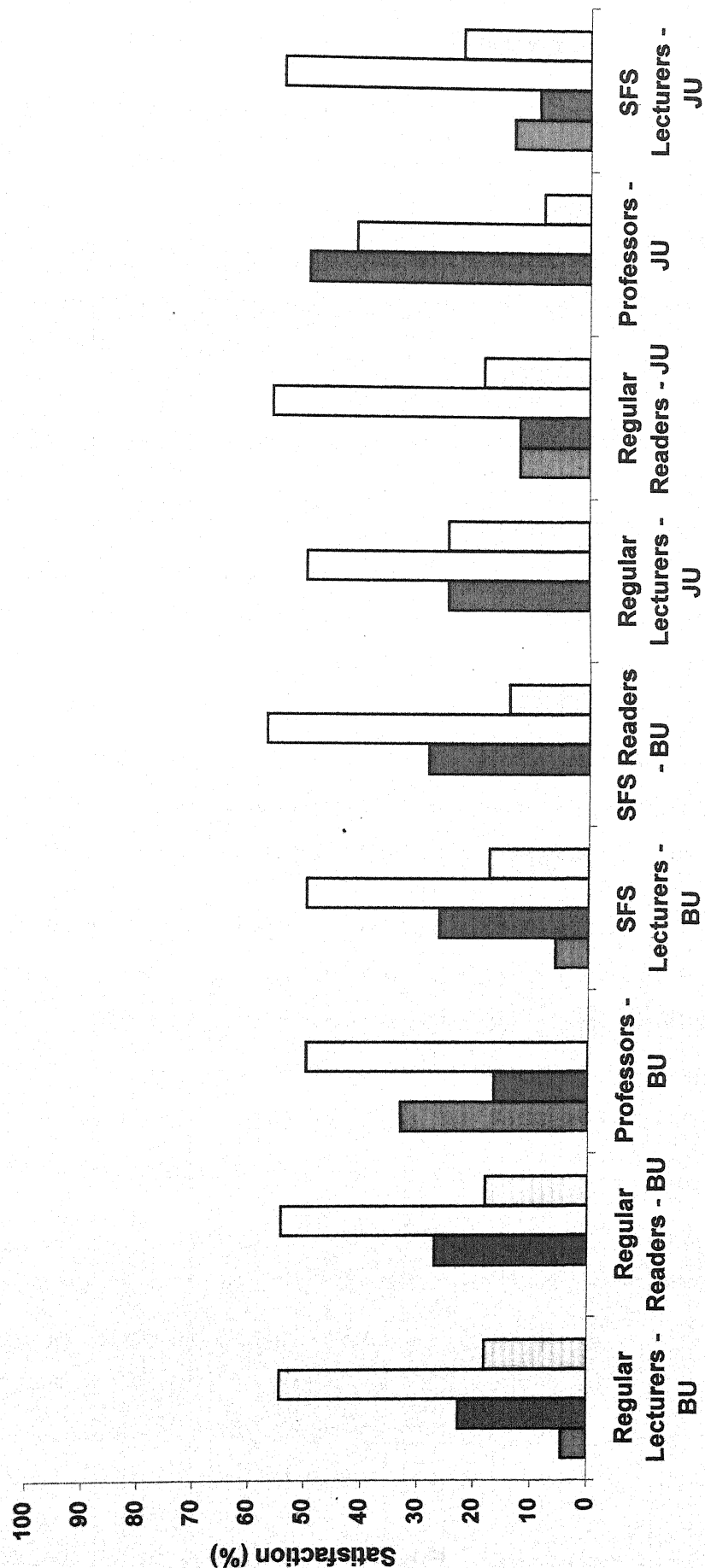
(Response in %)

Bundelkhand University					Jiwaji University				
	VGE	LE	SE	NA		VGE	LE	SE	NA
Regular Lecturers	5	23	55	18	Regular Lecturers	0	25	50	25
Regular Readers	0	27	55	18	Regular Readers	13	13	56	19
Professors	33	17	50	0	Professors	0	50	42	8
	VGE	LE	SE	NA		VGE	LE	SE	NA
SFS Lecturers -	6	26	50	18	SFS Lecturers -	14	9	55	23
SFS Readers	0	29	57	14	SFS Readers				

At Bundelkhand University 5% regular lecturers, 6% SFS lecturers and 33% professors felt better to a very great extent when recreational and cultural activities are organized by the university. 23% regular lecturers, 26% SFS lecturers, 27% regular readers, 29% SFS readers and 17% professors told that recreational and cultural activities helped them feeling better to a large extent. However 55% regular lecturers, 50% SFS lecturers, 55% regular readers, 57% SFS readers and 50% professors did not seem to be too enthusiastic towards this factor and said that such activities make them feel better only to some extent. 18% regular lecturers, 18% SFS

Recreational/Cultural Activities help in feeling better

■ VGE ■ LE □ SE □ NA



lecturers, 18% regular readers and 14% SFS readers said that they hardly felt better by organization of recreational and cultural activities.

At Jiwaji University only 13% regular readers and 14% SFS lecturers said that organization of recreational and cultural activities made them feel better to a very great extent. 25% regular lecturers, 9% SFS lecturers, 13% readers and 50% professors responded that recreational and cultural activities arranged by the university made them feel better to large extent. But 50% regular lecturers, 55% SFS lecturers, 56% readers and 42% professors were not so enthusiastic on this issue and said that recreational and cultural activities helped in feeling better to some extent only. 25% lecturers, 23% SFS lecturers, 19% readers and 8% professors informed that they do not feel better at all by recreational and cultural activities.

Stress Level and Demographic Status

It was observed that the demographic factors like marital status and gender did not affect the level of stress amongst the faculty members. In some cases the level of stress in bachelor faculty members was almost similar to that of their married colleagues. Similarly the stress level of faculty members from local and neighbouring areas was similar to faculty members who belonged to far off states. There was no difference in stress level of faculty members of different genders.

The stressors were affecting the faculty members equally irrespective of age, educational qualifications and experience. But as compared to the regular faculty members the faculty members working under SFS programme were facing more stress due to lack of proper promotion policy, security of job, satisfaction with the salary, low self esteem, relations with the administrative staff and lack of recognition of views by the university authorities.

Comparison between Bundelkhand University and Jiwaji University

Though the response of teachers from both the universities on most of the stressors was almost similar, the following differences were observed in the above two institutions:

- i. The number of courses and faculty members under Self Financing Scheme in Bundelkhand University was much greater than the Jiwaji University. As a result the level of stress is more in Bundelkhand University teaching faculty.
- ii. Being older than Bundelkhand University and also situated in different state, the faculty members at Jiwaji University had better bureaucratic procedures and management of infrastructural facilities. Thus the level of stress was comparatively less amongst the faculty members of Jiwaji University.
- iii. The recreational and cultural activities that were being organized were not helping the teachers in reducing their stress in both the universities.
- iv. At Jiwaji University the regular faculty members were coordinating the SFS programmes or courses introduced at the time of research. But at the Bundelkhand University most of the SFS faculty members were coordinating the SFS Courses.
- v. At Jiwaji University the SFS faculty members were being appointed for a semester only on a consolidated fixed honorium on per lecture basis. Most of them were simple postgraduates. But at Bundelkhand University the SFS faculty members were being appointed on contractual basis for a period of two to four years. Most of them were appointed on fixed pay scales of Lecturers, Senior Lecturers and Readers. Most of them were qualified with NET and Ph.D. degrees in their respective subjects. The SFS is more or less a part and parcel of the academic structure.
- vi. At Jiwaji University, except the Institute of Engineering and Technology, the SFS teachers working in various institutes of learning, were not much enthusiastic about their future at Jiwaji University. They did not seem to be in much stress about their future in the university.
- vii. Teachers of both the universities were not satisfied with the promotion policy, job security, salary structure, relations with the Vice Chancellor office, recognition of views and suggestions resulting into low self esteem.

CHAPTER 6

Suggestions & Conclusion

Suggestions & Conclusion

Keeping in view the responses of residential teachers of Bundelkhand University and Jiwaji University related to various aspects of working conditions and their impact, the following suggestions have been offered:

1. **Assignment of subjects** was causing stress to some extent to regular and SFS lecturers at Bundelkhand University. It was due to the reason that they were assigned some subjects which were not of their choice. Assignment of subjects was done by the Head of the Department / Coordinator and it was a difficult task for him/her to please all the faculty members, since the choice of subject of many of them was same. This problem of similar choice normally arises when during the recruitment process specialization in subjects is overlooked.

Therefore it is suggested that in future when recruitment of additional faculty is to be done, manpower planning exercise may be carried out wherein through a proper workload and workforce analysis requirement of teachers with different specialization may be determined. This specialization should be clearly mentioned in the recruitment advertisement for avoiding selection of many faculty members with similar specialization. However, to reduce stress amongst the regular and SFS lecturers of Bundelkhand University, subjects having common choice may be assigned on a rotational basis so that each one of them gets an opportunity to teach a paper of his/her choice.

Such practice will not only motivate the faculty members and reduce their stress but may also go a long way in improving their academic performance as well as enhancement in the knowledge of students.

2. **The number of subjects assigned** was causing stress to some extent to the regular as well as SFS lecturers and readers of Bundelkhand as well as Jiwaji

University. This was due to the reason that their teaching work load was too much and hence they were not able to devote sufficient time to research and publications, administrative duties as well as their family and social obligations.

To reduce this stress it is suggested that teaching of each paper at the postgraduate and undergraduate level may be limited to 4 hours and 3 hours a week respectively. In case of papers requiring practical classes 2 hours of practical class may be considered equivalent to 1 hour of a theory teaching class. It is further suggested that the teaching workload of a professor, reader and lecturer may be 12 hours, 16 hours and 20 hours a week and they may be allotted 3, 4 and 5 papers respectively. Such allocation may give teachers an opportunity to study their subjects more deeply and develop specialization and they may also get sufficient time for research and publication, other administrative duties, family and social obligations.

3. **The timings of classes** were causing stress to some extent to nearly all the faculty members of both the universities. Allocation of more number of subjects due to insufficient number of teachers coupled with scarcity of classrooms resulted in long working hours. Such long working hours lead to paucity of time for research, departmental administrative jobs and meeting social obligations. For proper academic development of faculty as well as the institution, it is necessary that sufficient time may be available with the faculty for lecture planning and research work.

Hence it is suggested that sufficient number of faculty members may be arranged and additional classrooms may also be constructed as per the requirement.

4. **The inferior quality of students** in both the universities was causing stress to the faculty members to a large extent. The reason for inferior quality of students was the low selection standards. These low selection standards have been kept by both the universities to fill up all the seats in all the courses, so as to generate a large amount of revenue to meet their expansion programmes. It is suggested that to

reduce the stress of faculty members only above average students may be given admission in regular courses of the universities. Only those candidates having 50% (45% in the case of SC/ST) and above marks in their qualifying examination may be considered eligible for admission to any course in the university. Secondly, instead of entrance test, admission may be given by making a merit on the basis of the past academic record of the candidate and thirdly the number of seats in each course should not be more than sixty.

Though commercialization is prevalent in every sphere of economy, the educational institutions should not overlook their ethics, values and moral responsibility to impart best education to the students. On the other hand the recipients of the education should also be capable and qualified enough to grasp the knowledge and make best use of it for themselves and the society as a whole.

5. **The assignment of departmental responsibilities** at Bundelkhand University was causing stress to the faculty members to some extent whereas at Jiwaji University it was causing stress to a large extent. The reason for this was over burdening of the existing faculty members with teaching assignments due to insufficient number of faculty. Therefore it is once again suggested that a proper Human Resource Plan may be developed and implemented in both the universities. In addition to this, organizational restructuring may also be done to distribute the additional workload suitably amongst all the faculty members.

6. **The official procedures** related to various academic activities were a cause of stress, to faculty members of both the universities, to a large extent. The reason for this was the slow movement of files in the administration. To reduce stress, this problem may be resolved by creating a separate section in the Administrative Block to deal with all the matters of the residential faculty members and disposal of files may be made time bound.

There was an emergent need to bring change in the attitude and approach of the administrative clerical and secretarial staff. Most of them wanted to prove their power by delaying the matters intentionally. Indifference towards the institution was reflected in their attitude and callousness towards the urgency of the matters related to academic institutes and departments.

It is also suggested that a week's training or refresher programme may also be arranged at the university itself every alternate year to upgrade the skills of the clerical staff as well as bring positive change in their attitude.

7. **The paucity of equipments and facilities** was a stressor to large extent for most of the residential faculty members of both the universities. The equipments available in labs of Basic, Life and Applied sciences were insufficient to meet the requirements of increasing number of the courses, faculty members as well as the students every year. Computer labs of various departments were also not well equipped. Well equipped labs and research potential of the faculty members are not only the prerequisites for getting approval/accreditation by the concerned government authorities like Pharmacy Council of India, All India Council for Technical Education, National Assessment and Accreditation Council but also the strength of every institute.

Proper provision may be made in the annual budget of the university for purchase of computers, equipments, chemicals and other material for the labs to give a proper blend of theoretical as well as practical knowledge to the students and research facilities to the faculty members.

8. **Commuting to and from the university** was a stressor to large extent for the faculty members of Bundelkhand University and to some extent for the faculty members of Jiwaji University. Though Jhansi is not a city of long distances yet the University's location on a highway makes commuting difficult in the morning and evening peak hours. The rush of three wheelers, buses and trucks on the highway

apart from the rash driving of the local citizens and students makes it a tedious job to drive to and from the university.

In order to reduce stress in this regard, it is suggested that keeping in view the revenue generated by the SFS courses, the authorities may provide flat type residential accommodation to the faculty members. It will help in developing amongst the faculty members, a sense of belonging for the university apart from commitment and dedication. Residential proximity may lead to enhanced interaction and they may also get more time for research and self development which may be saved in commuting.

9. It was observed that the relations with the Vice Chancellor were proving a stressor for the faculty members of both the universities to a large extent. At the time of the research the Vice Chancellors in both the universities had joined recently and the faculty members were not well aware of the style of new head. Generally it is a common phenomenon in State Universities that only the Professors and Readers being the Heads or Coordinators of institutes and department get an opportunity to interact with the Vice Chancellor. The lecturers and other faculty members hardly get a chance to develop rapport with him.

It is suggested that communication may be enhanced between the Vice Chancellor and faculty members by organising staff meetings periodically. Such regular meetings may reduce the grievances, misunderstanding and ultimately stress of the faculty members.

10. The relations with the Head of the Department were a stressor to some extent for the faculty members of both the universities. The reason behind the lack of cordial relations may be the partial attitude of the HOD in allocating the subjects, sanctioning of leaves for study, conferences/seminars and other matters.

It is suggested that to reduce the impact of this stressor, open communication be encouraged to enhance smooth interaction and coordination between the faculty members and the HOD. The growth and development of the department and university should be the core objective of the faculty and the HOD and such menial issues may be resolved amicably within the department. The HODs may hold a meeting atleast once a week to discuss matters of mutual interest as well as to resolve internal grievances.

11. **The lack of cordial relations with departmental colleagues** was causing stress to the faculty members to some extent in both the universities.

Open and frank communication and coordination may be encouraged to resolve misunderstandings amicably rather than piling them up to create suffocating and non-developmental atmosphere at work.

It is suggested that the HODs may organize recreational activities, cultural programmes, get-togethers on weekly at least on monthly basis to develop a congenial environment in the university.

12. **The interpersonal relations of the faculty members with their colleagues in other departments** was a cause of stress to some extent in both the universities. Interpersonal relations may not be cordial because of less interaction with the colleagues in other departments due to geographic distances and insufficient opportunities for interaction.

To reduce stress related to this aspect, it is suggested that family get-togethers of faculty members may be organized on monthly basis by the university administration or by teachers' association. This may give an opportunity to the faculty members to know and understand each other and develop cordial relations.

13. **The interpersonal relations of the faculty members with administrative staff** was a cause of stress to some extent in both the universities. Interpersonal

relations may not be cordial between the administrative staff and faculty because of ego problems. The faculty members being highly qualified may have a superiority complex and consider the employees in the administration to be inferior intellectually, socially as well as economically and therefore may behave in a less cordial manner. On the other hand the administrative employees may not accept the superiority of the faculty members and this may result into strained relations.

To make the relations congenial and reduce stress it is suggested that social get-togethers of faculty and administrative employees may be organized on different occasions like Dussehra, Deepawali, Holi, New Year etc., every year by the university administration or by teachers' /employees' association. This may give an opportunity to the faculty and the administrative staff to know and understand each other and develop cordial relations.

14. **The poor interpersonal relations of faculty members with the students** were a cause of stress to some extent in both the universities. In Bundelkhand University the examination and evaluation were being done internally by the faculty members and the students who failed or scored low marks blamed the concerned teacher and this effected the interpersonal relations between them and led to stress to the faculty members. The university authorities preferred internal examinations and evaluation system for avoiding delay in declaration of results but this system was negatively influencing not only the interpersonal relations between the teacher and the taught but also the course coverage and performance of the teachers in the classroom.

Therefore, in view of this it is suggested that 75% papers may be set externally and the pattern of examination may be changed from subjective to objective. The students may be permitted to take a copy of their answer sheet (OMR sheet). External paper setting and computerized evaluation may not only reduce stress of the faculty members but may also reduce cost and cleanse the evaluation system

wherein a feat like evaluation of minimum 100 answer-books (subjective type) in a day is considered by teacher to be their legal right.

In addition to this, to improve interpersonal relations with students and reduce stress it is also suggested that seminar/workshop of two days duration may be organized in the both universities for faculty members wherein presentation and counseling may be done by behavioural experts. Such seminar/workshop may be organized atleast every alternate year and attendance of faculty members may be made compulsory.

15. Faculty members of both the universities were not having sufficient time for family, social contacts, own self, research and publications, conferences/seminars/workshops /refresher and orientation courses. This lack of time was a serious matter as it was causing stress to the faculty members to a large extent. It is suggested that action may be taken by the university administration as well as the faculty members individually to overcome this problem. The university administration may conduct a study to determine optimum administrative and academic workload of faculty members and keeping this workload in consideration, jobs may be re-designed. This study may also identify the reasons, which are responsible for unnecessary time consumption of the faculty members and suitable action may be taken accordingly while keeping the following factors in consideration:

- The norms of UGC may be adhered to while recruiting and selecting faculty as well as assigning workload to different levels of teachers.
- The faculty strength may be increased in tune with the number of courses, subjects and students.
- The schedule/timing of classes may be restricted and it may not be extended beyond 4 p.m.

In addition to this, a workshop on time management may be organized for the faculty members.

16. **The feeling of job insecurity** was a stressor to large extent amongst faculty members of Bundelkhand University and to some extent in Jiwaji University. The SFS faculty members in both the university were having stress related to job security to a very great extent. Even some regular faculty members were also feeling stress on this aspect.

At Bundelkhand University majority of faculty members were working under Self Finance Scheme on a renewable contract of two to three years. The contract is based on the continuity of the course and number of students admitted every year. They were working under constant fear for the whole year whether their services will be continued after the contract or not. This may result into lack of motivation and dedication towards their responsibilities. Moreover, the policies and rules of service were affected with the change in the headship of the institution. In the last four years three vice chancellors have changed due to administrative reasons. Such instability of administrative leadership adds to the sense of insecurity amongst the faculty members on regular as well as SFS rolls.

It is suggested that to reduce the impact of this stressor, the university administration may develop an elaborate policy of service conditions of the SFS faculty members. In the policy the terms and conditions of the contract related to appointment and the tenure of appointment may be very clear so that during the contract period they are assured of their job and can concentrate on academic and student development. In addition to this preference in appointment may be given to those who were serving and are jobless due to the end of contractual period.

It is also suggested that the administrative authorities, Heads of the department as well as the faculty members on regular rolls may ensure that they do not treat the

SFS faculty members as a different community since they are also contributing towards the academic and economic development of the university.

17. **The salary structure** was a stressor for the faculty members of both the universities to a large extent. Not only the SFS faculty members were experiencing stress to a very great extent but also some regular faculty members were under stress to a large extent due to low salary. With the emergence of private educational institutions and deemed universities the salary structures have taken an upward trend in the knowledge industry. The salaries in these institutions are almost double or three times more in comparison to universities apart from the better quality of work life and opportunities for academic and economic growth.

The comparison with their peers and the limitations of the work may aggravate the stress level of the faculty members. The frustration may result into deteriorating academic standards, absenteeism and hostile attitude towards colleagues and students.

Moreover, the faculty members under Self Finance Scheme were not being provided with statutory benefits like Provident Fund, Gratuity, Group Insurance etc. This was also contributing to their stress. It is suggested that to reduce stress the universities may cover the SFS teachers by a contributory provident fund scheme.

It is also suggested that the Govt. apex bodies like UGC and the Ministry of HRD may look into the increasing gap between the salaries and incentives of Government Universities and private sector institutions as it is effecting the academic progress of central and state higher educational institutions. The concerned authorities may come out with better proposals and programmes for salary enhancement of the teachers working in higher educational sector.

It was observed that the educational sector and the teaching community was the most neglected part of the government authorities. Education and educationists are

basis of multi dimensional development of any economy. It is a pity that in this pioneer country of university system, the government agencies responsible for education have turned a blind eye to this increasing gap of salaries and perks between private and government institutions. The Govt. may come forward with a uniform salary structure and better qualities of work life for teachers in higher education sector or introduce performance based salary enhancement. To enhance the standard of the education in the country it is suggested that to attract the best talent from the Premier Institutions like IITs, IIMs, IISc and Universities, the salary structure of the teachers may be made more lucrative and attractive to attract good products of these institutions into the education sector. For better human products we need best technocrats and producers to meet the global technological and knowledge level and sustain the competition.

To reduce stress it is suggested that the salaries of the SFS faculty members may be increased as per their experience and qualifications and made at par with the regular teachers. Also, atleast regular annual increments may be ensured to retain the experienced and qualified faculty members to maintain the academic standard of the university.

18. **Less recognition of views on policy matters** by the university authorities is a stressor to large extent for the faculty members of both Bundelkhand as well as Jiwaji University. Recognition of appropriate views by the authorities is a great motivator for the employees as it inculcates a sense of job satisfaction as well as boosts the morale. It also enhances sense of belongingness for the institution.

To reduce stress in this respect, the administration may have a democratic view and accept appropriate suggestion of the faculty members and consider their implementation as and when possible. It was observed that the administration some times adopted a partial approach by considering the views of only those faculty members who were either quite senior, regular or in their list of favourites.

In this way the universities are being deprived of better ideas and constructive opinions. Such approach is against the development of the university in particular and academics in general. Appropriate views may be considered irrespective of the seniority and nature of appointment favourism for effective administration and reducing stress of faculty members.

19. Though the faculty members of both the universities were well aware about the latest advances in their respective areas of specialization, they were experiencing stress to some extent in this respect as well as in **handling the latest tools and technology**. The reason as observed was lack of good books and proper reference material like latest journals and magazines, insufficient internet facilities and inability to attend training and development programmes. With the increase in the number of courses and faculty members the access to the limited lab facilities and equipments was becoming increasingly difficult.

To reduce stress, it is suggested that sufficient quantity of equipments and material in lab, desired books and reference material in library and best infrastructure for internet facilities may be provided for better research and academic growth at individual as well as university level. The faculty members may also be provided with the opportunities to attend conferences, seminars, workshops, refresher and other training and development programmes in their subject areas to upgrade their level of knowledge and best utilization of lab equipments and technological tools acquired by the university by paying high cost.

Positive interaction with each other also enhances knowledge in the subject area. Hosting of seminars, conferences, workshops may be made a regular feature of the activities of the university to enhance positive interaction amongst the faculty members of specialized subject areas. Such activities are also a diversion from the routine and may also be helpful in reducing stress.

20. Faculty members of both universities were experiencing stress to a large extent as they felt that the **environment of the universities was not conducive for their growth**. Availability of research opportunities, well equipped labs, library facilities, good human resource practices providing quality of work life and smooth administrative policies and procedures form the congenial environment for growth and development of the faculty members. Unfortunately, being the state owned universities, the working environment was not so conducive to meet the expectations of the faculty members.

It is suggested that the university authorities may establish a separate cell to look into the grievances and suggestions of the faculty members and try to make the policies and procedures more flexible and smooth to help resolving the issues related to the faculty members in time and reduce their stress.

21. Due to the lack of growth opportunities, inferior quality of students, partial attitude of the administration and other factors, the faculty members of Bundelkhand Universities were of the opinion that their **job was not enhancing their self-esteem** and they were not feeling motivated while discharging their duties and were feeling stress to a large extent due to this reason. The faculty members at Jiwaji University were also experiencing stress to some extent related to this aspect as they were also not getting the desired job satisfaction.

As mentioned earlier, their comparison persons in the private educational institutions and deemed universities were having better quality of work life and opportunities for academic and social growth and development. The image and goodwill of the organization also enhances the self-esteem and unfortunately the state owned universities lack in this respect barring a few.

It is suggested to reduce the stress, the concerned authorities at university as well as state level may take remedial steps to enhance the image of the institutions being

run under their flagship and keep pace with the private and deemed universities in terms of teaching research as well as administrative standards.

22. Most of the time of the faculty members is spent at the University so it becomes imperative that their relations are cordial and congenial with each other and an environment of faith and reliability exists in the university. But it was not so in the case of Bundelkhand University. The faculty members were experiencing stress to a large extent due to the **non-reliability of their colleagues for counseling on personal and professional problems**. This was more in the case of SFS lecturers. The reason may be professional jealousy and misunderstanding amongst them and some lapses in the policies of the university. For example, the pay structure was not uniform. In some cases the faculty members of equal qualifications and experience were getting different salary scales resulting into rivalry and bitterness in relations due to ego. In some departments the coordinators and heads were less qualified than their peers. The bitterness and rivalry affects the academic performance of the department adversely. Most of the time of the faculty members was being spent in politics and backbiting.

Transparent selection and promotion policies, open communication, more interaction amongst the faculty members may help in creating an environment of faith and reliability in the university and may reduce stress.

23. The **partial approach of the administration** was a cause of stress to a large extent in both the universities. The government offices nurture an environment of favoritism and partiality on the basis of proximity, caste, creed, region, religion and other personal whims and fancies. Such partiality is reflected in out of the turn promotions, providing more facilities and equipments to the favourite ones, sanctioning leaves, speedy movement of files etc.

It is suggested to reduce stress related on this aspect, the administration may abstain from such malpractices. The state government higher education department / agencies may frame such policies and strict rules that such favoritism can be curbed.

It is also suggested that more interaction may be enhanced by organizing more recreational activities and festive get-togethers which may help removing misunderstanding, miscommunication and unnecessary favoritism as well as hostility due to differences of caste, creed, status, religion and region.

24. **The lack of open door policy of the Vice Chancellor** was a stressor to a large extent in both the universities. The Vice Chancellor who is the administrative head of a university is appointed for three years only. Every Vice Chancellor has his own style of leadership and approach towards management. It was a coincidence that new Vice Chancellors of both the universities had joined while data was being collected therefore, the faculty members were not much aware of the working style of the new administrative head. Moreover, the past heads were autocratic in their approach to some extent and their impression was still lingering in the minds of the faculty members.

It is suggested that to reduce the stress of faculty members the Vice Chancellors may adopt an open door policy as this may help in curbing the empire building and anarchist approach of the HODs and coordinators of concerned institute and departments. The administration may become more transparent, smooth and coordinative resulting into creation of an atmosphere of honesty and mutual trust resulting in reduced stress.

25. Most of the faculty members in Bundelkhand University were from outside the city and this resulted in a multi-cultural environment in the campus. They have developed relations with each other to meet their social needs and formed small groups. Due to various grievances and indifference of administration towards

them, politics existed in teaching departments. The aggrieved faculty members visited each other to discuss their problems on different issues during working hours and this was affecting the productive hours of the faculty members and resulting in stress to some extent.

Politics is a part and parcel of routine office working, but when it causes stress to a large extent as in the present case, serious thought may be given to this issue.

It is suggested to reduce this impact of this stressor, the administration may adopt such policies and practices which curb the emergence of politics on the campus. As indulgence in politics hinders the academic growth of the university, the senior faculty members may become an exemplary of open and receptive behaviour for others and advise their juniors to abstain from politics.

26. There were certain draw backs on the part of the administration regarding the **maintenance of the infrastructure and its proper upkeep** which was another major cause of stress for the faculty members in both the universities. It was a matter of serious concern that despite the best infrastructure available with the state owned universities, the administrative authorities were not able to maintain and manage them properly due to negligence and indifferent attitude.

Power shortage was order of the day in most of the cities of Uttar Pradesh and Madhya Pradesh and Jhansi and Gwalior were amongst them. The climate of both the cities is almost hot throughout the year except three months of winters. The teachers of both the universities were facing stress to a very large extent due to the shortage of power in their departmental offices. They were not able to operate computers and lab equipments properly due to the erratic power cuts throughout the day. The faculty members had to take classes during the extreme summers without any fan or cooler for hours together which was a torture in itself. Taking and attending classes during the scorching heat affects the performance of both the teacher as well as the student adversely. It is suggested that proper power supply

may be ensured in the classroom, labs and offices by installing DG Power Sets and the Solar and wind energy may also be tapped.

27. Due to power shortage the motors which supply water in the overhead water tank had become non-functional and this resulted into non availability of water in the institutes and departments. Due to water shortage, the departments, labs, and conveniences remained dirty and unhygienic. The number of students and faculty members had multiplied over the last decade and the power and water supply had not been able to meet the demand accordingly.

The dirty and unhygienic conditions may prove disastrous not only for the well being of the faculty and students but also for the goodwill and image of the institute and the university. The faculty members at Bundelkhand University were facing stress to a very great extent due to unhygienic conditions. The stress due to this was slightly less at Jiwaji University i.e. it was to a large extent.

The faculty members can not work for the whole day in such filthy environment without any provision of proper sanitation. The administration may take a serious note of this grave situation. It is suggested that the pump operator may be instructed to fill the overhead water tank as and when the power supply is available. The contractor responsible for the cleanliness may be directed to depute sufficient number of workers to clean the offices, classrooms and conveniences on regular basis and payment to the contractor may be made only on production of a satisfaction certificate issued by the departmental heads and coordinators.

Apart from the above the faculty members may also appoint some student volunteers on rotational basis who may be responsible for the cleanliness in the corridors and classrooms. This may go a long way in reducing the stress to a great extent and developing a healthy environment in all respects.

28. With the increasing number of SFS courses the **existing number of classrooms** was not sufficient despite the stretched time table till 4 p.m. There were a few departments which were having additional classrooms and some were having shortage. This factor was creating stress amongst the coordinators and the faculty members to a large extent in Bundelkhand University and to some extent in Jiwaji University. At Jiwaji University the number of SFS courses was comparatively less.

It is suggested that a committee of teachers may be given the responsibility of ensuring justified allocation and optimum utilization of available classrooms. The non-availability of adequate number of classrooms was a matter of grave concern and a serious lapse in the functioning of the universities. The universities have the responsibility of ensuring availability of sufficient number of classrooms in the colleges to which they grant affiliation and being deficient in the same aspect was a mockery of its own rules and regulations. It may be amply clear to the administration that the first and top most priority of any university is teaching and for this adequate number of classrooms are required therefore construction of additional classrooms may be done on a war footing specially in the case of Bundelkhand University. This may lead to reduction in stress of the faculty members as well as students.

29. To maintain the best academic standards and to be in tune with the pace of knowledge at the national and global level in the respective subject area, it is essential that the latest reference books are available in the central and departmental libraries. **Non-availability of relevant books and reference material in the library** was causing stress to large extent to the faculty members at Bundelkhand University and to some extent at Jiwaji University. It was observed that though the library had plenty of books in stock but most of them were of no relevance to the faculty members and students, as they were substandard ones.

It is suggested that a purchase committee may be constituted for acquiring relevant subject and reference books for the library. The Committee may be provided with a list of the required books and journals by the heads and coordinators of different departments and the decision regarding the vendor may be taken by the Committee.

It was observed that some important reference and subject books issued to the members in Bundelkhand University were retained by them for the whole semester or year. The other faculty members and students were deprived of consulting them. The library authorities may make and follow strictly rules and guidelines about the return of books within a week. Further at least one copy of reference books which are in demand may be kept for reference at the Library.

30. The timings of the library were also a stressor to a very great extent for the faculty members at Bundelkhand University and to some extent at Jiwaji University. The faculty members were occupied with their classes till late afternoon and hardly found any time to visit the library.

It is suggested that the library timings may be extended from 8 a.m. to 9 p.m. and the library staff may work in shifts as is done in leading educational institutions. Adequate security staff may also be deputed during early morning and late evening hours.

31. Proper parking of the vehicles is a must for their security. Lack of proper parking facilities was a stressor to a large extent for the faculty members of both the universities. In both the universities there had been cases of scratching the body paint, making dents on the body, breaking of lights etc. of the vehicles of the faculty members by disgruntled elements. Secondly the vehicles get heated during summers in the absence of a shed. To reduce the impact of this stressor, it is suggested that each faculty member may be provided a specific space for parking his/her vehicle and the parking area may have proper shed and security

arrangement. The parking for students and visitors may be separate to avoid theft or damage of the vehicle.

Both the universities have vast expanse of open land in the front as well as inside which may be utilized for vehicle parking. The parking facility may be given to a contractor on lease for a specific time period by inviting tenders.

32. **The security system of the university** was a stressor to large extent for the faculty members in both the universities. There have been instances when undesirable elements entered the university and physically assaulted the faculty members and students. The security guards were not competent enough to stop them.

The security system may be strengthened by giving the contract to a competent agency and restricting the entry of vehicles of outsiders in the campus.

33. **Proper discipline on the campus** plays a vital role in reducing the level of stress of the faculty members. The rules and regulations of the university and the conduct and attitude of the students, employees and fellow faculty members are the components of discipline. The lack of discipline in the university was a stressor to a large extent in both the universities. The major reason behind this was the quality of students and the casual approach of the faculty members and university administration.

Discipline is also essential for the academic growth of the university. The authorities may ensure that the teaching and examinations are conducted on time without any untoward incidence. Not only the Heads and Coordinators of the department but every faculty member may ensure completion of syllabus within stipulated time and transparency in awarding marks to the students.

34. **The lack of proper promotion policy** was a stressor to the faculty members to a very great extent in the Bundelkhand University and to a large extent in Jiwaji

University. The norms of the promotion had not been revised and upgraded according to the changing trends in the global academic scenario. The faculty members have to wait for years for next promotion or grade irrespective of the outstanding performance. There are set grades and posts – Lecturer, Senior Lecturer, Reader and Professor. The new breed of academicians at both the universities was feeling stagnation and demotivation to a great extent. They were lacking self-esteem and job satisfaction due to inappropriate promotion policy.

The university administration as well as the concerned government authorities may make an appropriate plan and change the prevailing norms and make promotion from lower grade to the higher in shorter period of time. For the SFS faculty members a promotion policy similar to the regular faculty may also be implemented in order to motivate and retain good teachers.

35. For better management of time, it is essential to **keep a personal organizer** with oneself to complete the routine jobs on the basis of priority. It helps a lot in completing the syllabus and departmental assignments on time and organizing one's life. Only a few people understand the importance of this simple formula of time and life management. The faculty members of both the university were feeling stressed to a large extent as they were not keeping any personal organizer for completing their routine and periodic assignments.

Some educational institutions issue a *Things to Do* diary to their faculty members as a practice. The faculty members have made it a part and parcel of their professional as well as personal life. It is reflected in their organizational and personal development. It is suggested that such practices may be adopted by the university administration also. When the faculty members compare their quality of work life with the private and deemed university, they may also take some tips for better performance from their comparison persons working in them. The personal

organizer helps in managing the personal and professional affairs in better way and shortens the path of progress by infusing self-discipline in individuals.

36. The climatic and environmental factors like noise, heat and sunlight deprivation also add to the stress of the faculty members. The architecture, and surroundings of the classrooms and office also increase or reduce stress. At Bundelkhand University the faculty members were experiencing stress due to noise pollution to some extent while the noise factor was not a stressor for the faculty members at Jiwaji University. The noise was created by the students standing in the corridors waiting for their classes.

To reduce the impact of this stressor, it is suggested that the HODs/ Coordinators may be instructed to check the punctuality the faculty members so that the students need not wait for them.

Jhansi and Gwalior cities share the same climatic zone and summer extends till October every year. The temperature sometimes goes beyond 45^o Celsius during May and June. The extreme temperature was a stressor to large extent for the faculty members of Bundelkhand University and to some extent for the faculty of Jiwaji University. At Bundelkhand University the long power cuts and lack of alternate source of power for the faculty buildings made the working conditions more unbearable. Besides this, the faculty members in both the universities felt discriminated as during the power cuts the administrative staff enjoyed the generator facility. The power cuts during scorching heat coupled with lack of proper drinking water facility had made life miserable for the students and faculty members and was a cause of stress to a large extent at Bundelkhand University and to some extent at Jiwaji University.

It is suggested to reduce the impact of this stressor and for the better performance of the faculty members and smooth academic progress of the university the administration may adopt a humanistic approach towards the plight of the faculty

members and the students and make alternate arrangements for power supply by diesel generator sets or by tapping solar or wind energy.

Also in order to reduce the stress of faculty members, one or more than one water cooler (depending on the size of the building) attached with a water filter may be installed in each faculty building. The installation may be done on a raised platform for proper drainage of water. In addition to this regularity in supply of water may also be maintained otherwise the cooler may merely become a show piece. Periodic cleaning of the water cooler and filter may be done by the class IV staff of the respective faculties.

Sunlight deprivation was a stressor for some faculty members at Bundelkhand University to some extent. Though the University is built on a vast area and the buildings are huge, yet due to some architectural error, some rooms were not getting proper sunlight. To reduce this stress windows may be opened in such rooms wherever possible by removing the walls partially.

The stress due to working conditions and environment has a great impact on the physiology, psychology and behaviour of individuals which is reflected in abnormal blood pressure, indigestion, acidity, spondylites, stomach ache, migraine, hair loss, obesity, depression, schizophrenia, addiction to smoking and drinking, as well as lack of interest in attending the university and in development of department, students and university.

Though overall, there was no considerable impact of the stress due to working conditions, still some of them complained of blood pressure, acidity, spondylites, migraine, indigestion and depression. Lower age group of the majority of faculty members in both the universities may be the cause of less impact of stress due to their greater resistance power.

Apart from providing the required physical facilities to make the work environment free of stress to some level, it is desired that workshops on Yoga, Fitness and Art of living be conducted in the university quite frequently. Stress cannot be removed completely from personal and professional life, but its impact can be controlled by awareness and systematic way of living.

Now a days monetary income and position power are the benchmarks of social status and success. Therefore, the cream of human resource prefers to go abroad or join Central and State Government Administrative Services or multinationals or join professions like doctors, lawyers, chartered accountants etc. In the present days scenario within five years of passing out from a university, a professionally qualified average student earns the same salary as is earned by the senior most teacher in the government university.

Hence, in order to attract and retain talented human resources, it is essential that the pay scales of university teachers may be enhanced atleast to match the pay scales of their comparison person in good private institute if not with their counter parts in the multinationals.

It is suggested that faculty members may be made to understand that each profession has got certain limitations apart from ethics and values. Stress becomes unbearable when one reacts to it negatively. The pride in one's profession despite its limitations enhances self esteem. The self-esteem and pride in profession proves to be a psychological income which enhances job satisfaction and motivation. It helps in looking at stress and stressors from a different perspective. The stressors may be taken as a challenge to be overcome rather than as obstacles.

CONCLUSION

Stress is an integral part of life since the conception of human civilization. It manifested itself in aggressive as well as passive ways in every walk of life. The inventions, discoveries and industrial revolutions as well as the wars, the revolts and riots are the positive and negative effects of stress.

With the emergence of competition, modernization and technological advancements at global level, stress is taking its toll at professional as well as personal fronts. The effects depend upon the perception and attitude of the individual professional or worker. With the privatization and commercialization, education is emerging as a promising sector. Education is divided into three parts primary, secondary and higher education. There are central and state universities and affiliated colleges as well as private and deemed educational institutes which are rendering higher education in the areas of arts, humanities, science, commerce as well as professional subjects like management, medicine and engineering apart from various vocational courses.

The research study aimed at finding out the reasons as well as physiological, psychological and behavioural affects of stress due to university infrastructure, working conditions, interpersonal relations, growth prospects etc., on the residential teaching faculty of Bundelkhand University and Jiwaji University. In addition to this a comparative analysis was also done of the level of job stress, stressors as well as physiological and psychological effects of stress amongst the residential teachers of both universities.

The major causes of stress amongst the faculty members of both the university were inferior quality of students; departmental responsibilities; bureaucratic

procedures; lack of transport facilities; lack of equipments and facilities for teaching, lack of open and free communication with the Vice Chancellor office; lack of time to meet social and family obligations, self development, research publications as well for attending conferences, seminars and refresher courses in subject areas. Apart from this the faculty members were experiencing stress due to lack of job security, insufficient salary, indifferent attitude of higher authorities towards their views and suggestions, lack of proper promotion policy and non-conduciveness of university environment for career growth resulting into lack of self-esteem.

In addition to this the faculty members were experiencing stress due to the lack of proper management and the lack of proper management and maintenance of the infrastructure of the university; the lack of power and water supply in departmental office, classrooms, labs resulting into filthy and unhygienic surroundings. The shortage of classrooms apart from lack of reading and reference books in library and the library timings were also causing stress to the faculty members. The dissatisfaction with improper parking facility and security system of the university was also a major stressor to the teachers. The discomfort due to extreme temperature during summers was also being aggravated by the lack of power and water.

Some faculty members complained of blood pressure, indigestion, migraine, obesity, spondylites, acidity and depression due to the stress emanating from their working conditions. Some of them were quite de-motivated by the un-conducive working environment due to the above-mentioned factors resulting into lack of interest to attend the university regularly. This was also reflected into lack of interest in the development of students, department and university.

At Jiwaji University the faculty members were experiencing comparatively less stress related to infrastructural aspects like power, water supply and library facilities due to better management and maintenance by the concerned authorities.

The University authorities as well as the concerned state government department may give due consideration to the factors resulting into stress amongst the teachers and take remedial steps on priority. Motivated teachers are the basis for the survival of a university and ultimately the progress of nation.

To sustain the global competition the state universities need to manage and utilize their human as well as physical resources to the optimum. The governmental agencies of higher education need to be strengthened and upgraded according to the new challenges and complexities.

Right kind of recruitment and interview procedures need to be adopted to ensure entry of right people with right attitude in the institutions of higher learning. Teachers unlike engineers, technicians, professionals and officials have to deal with live humans rather than office documents, files and equipments. Dealing with students and moulding their attitudes and lives requires a great deal of humanity blended with spirituality. Due care is required while designing the job descriptions of the faculty.

The UGC and other government agencies may take initiative towards providing Security and growth opportunities to the faculty members working under SFS stream to help the institutions and universities to retain talented faculty members with them for longer period.

The universities need autonomy and self-reliance today. To survive in this rapidly advancing scientific and technological scenario, good practices need to be adopted to motivate and retain the talent in educational sector. The best talent goes to the corporate sector and abroad. Except few exceptions, only mediocre students remain for teaching sector. Only the quality can produce quality.

To reduce and manage stress the teaching faculty may attend therapeutic workshops conducted by Yoga and Meditation practitioners. A change of attitude is required by introspection and adopting a spiritual way. They may accept stress as a motivational force which helps people to explore, to grow and to test their own capacities. Crises may be accepted as a normal course of life as individual come out of these situations more mature and wiser.

To reduce stress amongst the faculty members the state universities may reduce the bureaucratic controls, attract better talent, provide more operational freedom, improve transparency, increase accountability, remove corruption, punish laxity encourage self-financing and reward productivity.



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Annexure - 1

General Demographic Information

Name _____

Designation _____

Institute & Department _____

Academic Qualification PG ☐ NET ☐ SLET ☐
GATE ☐ Ph.D. ☐

Length of Service in Bundelkhand/
Jiwaji University Less than 4 years ☐ 4-8 years ☐
Above 8 years ☐

Nature of Employment Regular ☐ SFS ☐

Age Below 30 years ☐ between 30-40 years ☐
Above 40 years ☐

Sex Male ☐ Female ☐

Marital Status Unmarried ☐ Married ☐

Home Town Jhansi/Gwalior ☐
Within 300 kms from Jhansi/Gwalior ☐
300Kms - 700 Kms from Jhansi/Gwalior ☐
Above 700 Kms. from Jhansi/Gwalior ☐

The Schedule

NA - Not at all SE - To Some Extent LE - To Large Extent

VGE - To Very Great Extent

Q.1. You are satisfied with

- a. Subjects assigned
- b. Number of subjects assigned
- c. Timing of Classes
- d. Quality of students
- e. Other Departmental Responsibilities
- f. University's official/ bureaucratic procedures
- g. Equipments & facilities provided for teaching
- h. Commutation to and from the University

VGE	LE	SE	NA

Q.2 You have cordial

- a. Relations with the Vice Chancellor
- b. Relations with the Head of Department
- c. Interpersonal relations with Departmental Colleagues
- d. Interpersonal relations with colleagues in other departments
- e. Interpersonal relations with Administrative Staff
- f. Interpersonal relations with Students

VGE	LE	SE	NA

Q.3 You have time available for

- a. Meeting family obligations
- b. Maintaining social contacts
- c. Your own self
- d. Academic Research & Publications
- e. Attending Conferences/ Seminars/ workshops/ refresher or orientation Course

VGE	LE	SE	NA

Q.4. In your opinion

- a. Your present job is secured
- b. Your salary commensurate with your experience & Qualifications.
- c. Your views on policy matters are given due consideration by the authorities
- d. You are well aware of the latest advances in your area of specialization
- e. You can handle the latest technology & automation tools available in your departmental lab.

VGE	LE	SE	NA

- f. University environment is conducive to your academic growth
- g. Your job has enhanced your self-esteem
- h. You can rely upon your colleagues for counseling
- i. The university administration is impartial in its approach towards the faculty members
- j. The Vice Chancellor believes in Open door policy
- k. Your productive hours are not adversely affected by social contact with other faculty members
- l. Your department is free of politics

Q.5 You are satisfied with

- a. Power Supply in Office
- b. Power Supply in Class
- c. Water supply in Conveniences
- d. Water supply in labs
- e. Cleanliness in departmental Office
- f. Cleanliness in the Classroom
- g. Availability of Classroom
- h. Availability of Books and journals in Library
- i. Library Timings
- j. Vehicle Parking facility
- k. University Security System
- l. Discipline in the Department
- m. Discipline in the University
- n. Promotion policy of the University

VGE	LE	SE	NA

Q. 6. Do you use a personal organizer for scheduling your assignments

VGE	LE	SE	NA

Q.7. Your performance is adversely affected by the following environmental factors at the University

- a. Noise Pollution
- b. Extreme temperature
- c. Sunlight Deprivation

VGE	LE	SE	NA

Q.8 Do your working conditions lead to

- a. Abnormal Blood Pressure
- b. Indigestion
- c. Migraine/ Headache
- d. Obesity

VGE	LE	SE	NA

